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ABSTRACT

The First Hawaii Innovations Institute brought together education specialists in various educational fields to accomplish the following objectives: (1) explore new and imaginative ways of improving teaching and governance; (2) involve each participant in any three study groups, the deliberations of which were facilitated by a research center; (3) involve in these discussions all levels participating in the educational process, administrators, faculty, the community, and the students; and (4) exchange views with colleagues and students in other educational institutions in Hawaii. A summary of resolutions made during the institute is given, along with results of a questionnaire administered to the participants in an attempt to evaluate procedural aspects of the institute. (RG)

ED 065111

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"Seeking Imaginative Solutions for the Educational Problems of Today and Tomorrow!"

Proceedings of the FIRST HAWAII INNOVATIONS INSTITUTE

sponsored by
LEEWARD COMMUNITY COLLEGE
of the
UNIVERSITY OF HAWAII AND GT-70
in conjunction with
THE ASSOCIATION FOR EDUCATIONAL COMMUNICATION AND TECHNOLOGY,
COMMUNITY COLLEGE AFFILIATE

February 15-19, 1972
at the
Princess Kaiulani Hotel
Honolulu, Hawaii

JC 720 173

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 16 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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INTRODUCTION

John Michalski
Chairman, Program Arrangements Committee

More than 250 administrators, faculty and students from Hawaii, the Mainland and the Pacific Basin attended the First Hawaii Innovations Institute at the Princess Kaiulani Hotel in Honolulu from February 15 - 19, 1972. It was also the first time that representatives from all major educational institutions in the state met to exchange ideas and search for new avenues in improving teaching and governance in education. This Innovations Institute was sponsored by Leeward Community College in conjunction with GT-70 and The Association for Educational Communication and Technology. These were the basic objectives of the Institute:

1. to seek out new and imaginative ways of improving teaching and governance in our educational institutions;
2. to actively involve every participant in the deliberations of the three study groups of his choice;
3. to facilitate these deliberations through the Research Center, which was a joint venture between Leeward's Innovations Center and Manoa's Clearinghouse for Innovative Developments;
4. to involve in our discussions all levels participating in the educational process, namely, administrators, the faculty, the community, and the students; and
5. to exchange views with colleagues and students in other educational institutions here in Hawaii, on the mainland and the Pacific Basin, with a view to opening up new lines of communication which will allow us to continue our contacts long after this venture has terminated.

Those who have been attending professional conferences will note that each of our objectives was an innovation upon the usual format of similar conferences. Even our Aloha Dinner table arrangement, which abolished the head table, attempted -- and we think succeeded -- in focusing on imaginative ideas which could serve as possible solutions to the educational problems we are facing, rather than stressing academic credentials. We also instituted evaluation procedures that included all participants.

In setting up this Institute, we had the support of the faculty and staff at Leeward Community College, as well as the administration of the University of Hawaii. We were particularly grateful for the financial contribution by President Harlan Cleveland and Vice President H. Brett Melendy, which made it possible for us to invite students and selected faculty from all campuses in Hawaii. The community's support for this venture was further emphasized during an informal faculty-community party at the Momilani Recreation Center in Pearl City which was organized by John Fry, Ken Kamimura and Joyce Tsunoda and numerous others. The college's Hawaiian Club furnished the scintillating entertainment.

At the Institute we were delighted to see in our midst Leonard Tuthill,

the college's first Provost, who will probably go down in history as the "Father of Leeward Community College". President Cleveland was present and in his address strongly supported the need for innovation and experimentation in education. Representing Governor John A. Burns was his associate, Dan Aoki, who conveyed the Governor's best wishes and support for this Institute. Also present was Senator Francis Wong, Chairman of the Senate Committee on Higher Education, as well as Representative Tony Kunimura, who spoke for the leadership of the House Committee on Higher Education. Regent Brian Sakamaki represented the University of Hawaii Board of Regents. By their presence and on the basis of their formal and informal comments, these distinguished guests indicated their support and commitment to the objectives and purposes of this Innovations Institute.

As an innovative departure from the regular format of such conferences, we invited a student, Mrs. Alvina Park, to give us her comments about this Institute. She did so by tracing the history of education in Hawaii from its beginnings to the present, giving special credit to the far-sightedness of the State Governor and Legislature in creating the community colleges, which make it possible for her, a grandmother, as well as her children and her children's children to acquire the education of their choice. She singled out Leeward's talented faculty as particularly effective in giving students a variety of educational alternatives and insuring that innovation and experimentation are alive at this community college.

Whether we like it or not, it seems evident that crisis may well be the most common denominator of education today. Schools are beset by financial difficulties; many are beleaguered by student and faculty unrest; and most are haunted by flagging public confidence. These are to a large degree symptoms of such problems as vagueness of institutional purpose, discrepancies in values among students, the faculty, the administration, and the community-at-large; inefficient operations and the lack of a workable mechanism for institutional self-renewal and accountability. In Hawaii's educational system we have gone a long way toward alleviating such problems. However, this is not the time to become complacent. Institutional development can no longer be left to chance, impulse or coercion. The time has come for a commitment to a sober research-based approach, which synthesizes the knowledge bases in administrative and organizational science, information science, communication, systems theory, brainstorming techniques, as well as instructional and institutional research. Such an integrated approach will tend to make institutional self-renewal a part of our planning and decision-making process and educational innovation and experimentation a more common everyday occurence. We hope that this Innovations Institute is a step in the right direction. Indications from a variety of sources here in Hawaii and on the mainland suggest that we are indeed on the right track. In developing future innovations institutes we will need a specific operating budget. This will make it possible to offer greater services to a wider audience without the fear of impending financial deficit. We are always open to suggestions for improvement and should you have such suggestions, please communicate with us.

SUMMARY OF RESOLUTIONS FROM THE
FIRST HAWAII INNOVATIONS INSTITUTE

Marie Wunsch
Moderator of Summary Breakfast

Resolutions made during the Institute were of two categories:

1) Those emanating from a specific discussion group with a problem-centered topic that resolved to involve the group and others interested in the topic to act on suggestions made at the conference. (These are included in this conference report with the specific group summaries.)

2) Those resulting from individuals, groups, and the general attendance desiring to appeal to the Legislature, the University administration, and the Community College Systems Office to organize and continue plans and funding for further innovation in all areas of curriculum and governance.

These include the following:

In view of the importance of innovation and experimentation in trying to understand and solve the present problems of society, we request the chief educational and public administrators and public officials who are involved in making policy decisions for education in Hawaii, to

a. encourage the community colleges and the four-year institutions to develop and maintain the independence necessary to serve as centers for innovation and experimentation and to retain their unique relationship to their communities.

b. give real substance to repeated verbal support of innovative and experimental programs by considering them integral parts of the curriculum and organization of the campuses rather than marginal experiments, and by insuring priority financial support, e.g., earmark at least 2% of an institution's operating budget for such purposes.

c. if four-year colleges and community colleges are to carry out the philosophy of community service, each college plan should include a coordinated program of community service resulting from

   1) systematically analyzing the resources available within the college as well as those available in the community itself;

   2) setting priorities according to the established goals of the program and the availability of resources, as well as the priority needs of the community; and

3) carefully planning methods of articulating and delivering the needed services to the community.

d. give adequate professional recognition to the educational contributions of those faculty members who are sincerely engaged in these innovative programs and community service by reevaluating and readjusting workload and faculty evaluation procedures to accept these contributions as an integral part of instructional responsibility, and to consider them as equal in value to teaching, research, and publication.

THE SIXTH LEGISLATURE OF THE
STATE OF HAWAII

THE SENATE

Resolution

NO. 107

CONGRATULATING LEEWARD COMMUNITY COLLEGE AND THE UNIVERSITY OF HAWAII FOR SPONSORING THE FIRST HAWAII INNOVATION INSTITUTE.

OFFERED BY: SENATORS FRANCIS A. WONG, JOSEPH T. KURODA, DONALD D. H. CHING, MAMORU YAMASAKI, HENRY TAKITANI, JOHN J. HULTEN, DUKE T. KAWASAKI, SAKAE TAKAHASHI, GEORGE H. TOYOFUKU, DONALD S. NISHIMURA, KENNETH F. BROWN, JOHN T. USHIJIMA, STANLEY I. HARA, ROBERT S. TAIRA, D. G. ANDERSON, NADAO YOSHINAGA

DATE OF ADOPTION: FEBRUARY 22, 1972

We hereby certify that the foregoing Senate Resolution was this day adopted by The Senate of the Sixth Legislature of the State of Hawaii.

President of the Senate

S. RES. NO. 107

R E S O L U T I O N

CONGRATULATING LEEWARD COMMUNITY COLLEGE AND THE UNIVERSITY OF HAWAII FOR SPONSORING THE FIRST HAWAII INNOVATION INSTITUTE.

WHEREAS, the Hawaii Innovation Institute, sponsored by Leeward Community College and GT-70, a national group organized to encourage and foster innovation in community college education, has just completed its first annual week-long conference; and

WHEREAS, the First Hawaii Innovation Institute brought together distinguished educators and administrators from mainland colleges and universities, who met with their local counterparts and students from all facets of the University of Hawaii System, to discuss problems and issues confronting the Community Colleges in Hawaii, clarify the role of the

community colleges in the statewide system of higher education, and to determine new and innovative approaches to community college education; and

WHEREAS, these subjects of discussion are particularly appropriate for our local community college system, which as a semi-autonomous component of a statewide system of higher education, is ideally suited to the pioneering of innovative educational techniques and responses to the needs and demands of the community, while at the same time adding a challenging dimension to the whole of higher education; now, therefore

BE IT RESOLVED by the Senate of the Sixth Legislature of the State of Hawaii, Regular Session of 1972, that the Institute is congratulated on its constructive approach to the many problems and potentials of the community colleges in specific, and higher education in general in Hawaii, and that it hereby requests the sponsors and participants of the First Hawaii Innovation Institute to select from among

the innovative concepts discussed at the conference several items for concentration during the coming school year, to implement these ideas insofar as is possible, and to evaluate the impact and effects of these innovations on the Community Colleges and on the University of Hawaii System as a Whole; and

BE IT FURTHER RESOLVED that certified copies of this Resolution be sent to the Chairman of the Board of Regents, John Farias, University of Hawaii President, Harlan Cleveland, Vice President for Community Colleges, H. Brett Melendy, Leeward Community College Provost, John Prihoda, and Administrative Assistant John Fry.

THE SENATE OF THE STATE OF HAWAII

February 22, 1972
Honolulu, Hawaii 96813

We hereby certify that the foregoing Resolution was this day adopted by the Senate of the Sixth Legislature of the State of Hawaii, Regular Session of 1972.

President of the Senate

Clerk of the Senate

STUDY GROUP REPORTS

OBJECTIVES APPROACH TO COLLEGE MANAGEMENT AND INSTRUCTION

Coordinators: Marvin Veregge, Shirley Trefz

Participants: Herbert Aptekar, Norman Roberts, Robert Sweeney, George White, Douglas Williamson, Saeu Scanlan, Steve Reese, Robin Clear

Since the group varied in their experience with objectives, we discussed the use of objectives as a way of defining them for the group.

A student felt that his class was "bogged down" in this new teaching approach because students did not know how the objectives were to be used in the course although the students had a hand in formulating the objectives. The course did not have a perceptible structure or guidelines for the students.

An instructor in the group found programmed texts inadequate because the students tended to drift away from doing the work without someone to lead them. He also had used objectives in his classes. Following the format prescribed by Art Cohen at UCLA in writing behavioral objectives with terminal performance tasks, he compiled a massive (110 pages) course outline. However, he found the course so highly structured that he had left no flexibility in the course so that he ultimately discarded the material and the objectives approach.

Another member of the group used objectives as a means of defining for the student exactly what the student is expected to know and how and what he is to be tested upon. The rationale for this was to take the "guessing game" out of the course. The students had defined for them what the instructor regarded as important (i.e.,"must know") topics and content. This tended to allow the students to concentrate their efforts on learning the identified material thoroughly rather than attempting to learn everything because they could not predict accurately what might be asked on an exam. A further point in the discussion was that objectives, as used by this instructor, constitute a written commitment to the students which the students could refer to throughout the course and at examination time, feeling confident that examination questions would be derived from the written objectives.

Another instructor found the problem to be one of taking the mystery out of the language of objectives, i.e., of translating academese into educationese. It is necessary to write objectives in clear language so that they can be understood by the students and by the administrator-evaluators.

The discussion turned to the role of the administrator in using objectives of the instructor to evaluate instruction. In some cases the administrator favored using objectives, and instructors who used this approach were evaluated favorably. However, the other side of the coin appeared to be that some administrators are not familiar with the devise, and have to be convinced that the instructors should be allowed to try something new.

After the initial discussion, we defined objectives with an admitted "textbook definition" thus:

> An objective is a statement (written) which specifies what the student is to be able to do, how he is to demonstrate his ability or his change in attitude or knowledge, under what conditions or in what way he is to be tested, and what criteria are to be used to measure his performance.

It was recognized by the group that the above definition is variously interpreted by instructors, and that objectives may be implemented in many ways. On the whole, this was thought to be desirable and flexible.

A discussion of programming objectives brought out the following method used by one member of the group. In programming, a task is stated for the student who then uses the textbook to get information to do the specified task. The instructor's objective is for the student to perform the particular task including writing responses. The instructor programs the entire textbook for the student through stating tasks.

A student comment indicated that he recognized the term programming and associated with it a system of rewards.

Another instructor pointed out that objectives could be met in many ways such as through audio tapes, lectures, discussions, as well as text materials, and that experiences also contribute to learning.

The discussion then turned to the ways that objectives can be used in managing learning, and the following points were made:

The use of objectives may:

1. Clarify and identify subject matter for the student.
2. Allow the use of guidelines (objectives) for home-study or independent work.
3. Allow students several avenues to follow or choices to make in order to learn the material or gain the required skill.
4. Allow the student to plan a program to attack the learning problem -- arrange a plan of study (including a time-budget).
5. Allow the student to be graded or judged entirely upon his demonstrated accomplishments rather than on levels of achievement -- a method of eliminating grades.
6. Give the student a better picture of himself measured against specific accomplishments of specific tasks -- that is, facilitate self-evaluation by student.
7. Allow students to participate in defining what they want to learn, or at least evaluate the objectives determined by the instructor. Student and instructor could jointly agree on course content at least in some courses. Allows for flexibility and permits the instructor to respond to the changing needs of students.
8. Allow the student to identify portions of the course that he already knows. Facilitate reinforcement or review, allows the student to skip ahead.
9. Make possible a method of managing the learning process so that ultimately it would be possible to evolve a transcript made up entirely of specific accomplishments rather than a list of

courses and grades. That is, it might be possible to eliminate "courses" as presently understood and substitute (objectives) terminal behavior.

10. Make possible the identification of specific learning deemed desirable by prospective employers, i.e., identify specific job skills or cognitive areas which should be mastered by the student.
11. Allow the student to plan his whole college program around objectives which he identifies for himself.
12. Allow the evaluation of the instructor and hold him accountable for the learning by students.

The discussion turned to the evaluation of student performance and innovative ways to allow students to participate in managing learning. It was recognized that objectives are basically a written statement of a management scheme.

Instructors agreed that they tend to place things in a sequence based upon their previous experience, and that some kind of sequence is necessary in structuring the learning process.

The use of objectives can be built into a sequence. However, the practicality or the appeal of objectives to both instructors and students depends on how they affect the individuals who use them.

Assuming that the objectives of a given course are well-stated and clearly written, can the student, or should the student, be evaluated on every objective included in the course?

One instructor thought that in some courses, so many details -- new words to learn, new "facts", definitions, understandings, etc. -- are required that an examination may well constitute a sampling of the students learning based upon the objectives stated. It was recognized that this method of evaluation usually involves a graded evaluation, based on how many "bits" out of 100 the student had acquired.

MAKING INDEPENDENT STUDY PROGRAMS MORE MEANINGFUL

GROUP A

The ten of us represented a variety of subject areas and a variety of types of education.

Bob Clopton, Facilitator	Director, Liberal Studies Program Sinclair Library, Room 504-D
Mary Matayoshi	Continuing Education P.O. Box 1357, Hilo 96720
Robert Alm	Student (Manoa) 3863 Lurline Dr., Honolulu 96816
Cummins Speakman	Consulting Organization Paia, Hawaii 96779
Dena Faires	Northeastern University, Boston 1720 Ala Moana 704B, Honolulu 96815
Antonina Preston	Italian, (Manoa) 2046-B Palolo Ave. 96816
Gerhard Frohlich	German, (Leeward) 412 Lewers, Honolulu, 96815
Winifred Kubo	Nursing (Manoa) 1962 HaleKoa Dr., Honolulu, 96821
Jim Wang	Political Science Hilo College 96720
Debbie Truitt, Recorder	Librarian Sinclair Library, UH 96822

Is Independent Study a Fad? Is it for all students?--all Professors? --all subjects? How do you ensure that a student gets the basics? Should a school's total program be through Independent Study? Is community experience merely teaching a trade? Do you need extensive resources to do Independent Study?

Specific Independent Study programs were identified:

1. Selected Studies: the student selects a topic and an advisor. The two together set the program of study and means of evaluation. Student can earn up to 30 credit hours. During the SS project, the student does not register for other courses; instead devotes full time to the project.

2. New College--Students take special interdisciplinary courses totaling 64 credits during their first two years. Then they contract for an individual project, the result of which is to be a creative product. The contract may include enrolling in traditional courses that fill a need.

3. Semester (Year) Abroad--(this is also possible in the two above)

4. Mainland Semester Program--Students enroll at the UH, travel to the mainland in a group and participate in study and work within mainland school systems enrolling students from minority groups. In the past, these have been designed to be ethnically different experiences.

5. Interim Session or Jan Plan--Minicourses are offered ranging from one meeting on one day to full time meetings for two weeks. Affords an opportunity to try a variety of subjects without grades attached.

6. Directed Reading and Discussion--Many seminars are operated this way.

7. Practical Experience--Within the framework of a traditional department or course, the student is offered the option of working in the subject field. Examples: Marine Options Program, Nursing Senior year course, Graduate School of Library Studies 696.

8. Honors Thesis--

9. ETV Programs--Example is Dator's course of futuristics. ETV can reach outlying areas where people could not easily reach a classroom.

10. Tutorial--Within the framework of the subject area, the student sets goals for himself. The materials he uses to reach these goals are flexible. They can range from books, through AV materials, to work in the community. The tutor guides the student to that goal by suggesting materials, people, and possible projects.

11. Audio-Tutorial--Within the framework of the course, the student is free to pursue the subject in the sequence that he finds most meaningful. The professor provides small units (any format that is applicable) that the student chooses. Each is designated with the amount of credit that can be earned by completing that unit. A designated number of units completed result in credit for the course.

Robert Alm, a student who has completed one IS project and is currently involved in another as a Legislative Intern, spoke of IS from his viewpoint. He described the process of locating an advisor and determining the evaluations that would be used. In his case, his grade was determined by evaluating the reports he submitted to the company he worked for and by oral discussion of the subject. Currently working in a Legislator's office, he is attending hearings and following bills about specific subject areas. At the end of the session, he will submit a written report on one bill and take an examination concerning the legislative process. His knowledge of educational bills within the legislature provided us with insight into the future of the UH system. He urges that the time is now for curriculum input for the West Oahu Campus and that perhaps the program at West Oahu Campus should be <u>designed</u> for IS.

He also suggested that faculty could incorporate community experience into a subject area. Students in psychology might volunteer time at a drug clinic; or students in the health services could work at the Student Health Center; or student architects or engineers might help plan new buildings. These student workers would be in addition to paid staff members, not in place of them. Students would receive credit, and possibly some pay for this work which would provide practical experience to draw upon in their courses.

The question was raised as to whether this work experience was getting to be like an internship and why couldn't the University continue to provide just a liberal education? The emphasis of practical experience in a subject must be coordinated in such a way that the student, his

academic advisor, and his field supervisor can see that this experience enhances the classroom learning, rather than be an end in itself. Care must be taken that the experience is a worthwhile one and that the student is not merely used as clerical help.

IS fills a need for many students but it should not be required of every student, for every subject, not even for every professor. Students who have gone to traditional classes for all their schooling may not be able to achieve independently immediately. A possible way to introduce students to IS is to devote the first half of a semester to an IS project (after explaining purpose, method and evaluation) and then let the students decide whether to continue independently or return to the traditional method. According to each student's choice, he can then be part of a class that uses that method.

Resources and the lack of them poses a problem for some faculty who are considering individualization. The librarian can provide the bibliographic expertise that is needed for researching a subject and can continue keeping the student (or faculty member) aware of new materials for as long as the project lasts. Many times, materials can be borrowed from other libraries to supplement the schools' own resources. People in the community should also be regarded as a valuable resource.

Since the Hawaii legislature and UH administration is seriously considering the Open University, IS will have to be provided for more and more people. But it should be offered to students as an alterntive to learning in the traditional method.

MAKING INDEPENDENT STUDY PROGRAMS MORE MEANINGFUL

GROUP B

Coordinator and recorder: P. Veeravagu

Participants: Paul Hummel, Ann Averill, Beverly Manner, Mary Jane Dobson, Kelvin Char, Barry Hill, Marvin Senter, Marion Saunders, Allan Saunders and P. Veeravagu.

1. What is independent study?

Independent study should further the purposes of individual students and these purposes are as varied as the individual students themselves. As they are, colleges and universities tend to prolong the state of childhood. Independent study, i.e., independent of the orthodoxy of the institutions, should help to accelerate the maturation of an individual, helping and encouraging the student to take increasing responsibility for his own learning. Curiosity and the persistence to follow through with an inquiry are the attributes of a mature student.

Independent study would mean making a student independent of the many formal requirements but it does not mean the student becoming independent of guidance, resources and working in groups. Independent study is not a pursuit in isolation. Rather, it should help to strengthen the relationship of the learner to the community and the world. Should not education be related to social change?

There is the need to distinguish educative experience from mis-educative experience; all experiences are not of the same educational value.

Both campus academic programs and off-campus experiential programs should be evaluated for their educational value.

2. How to make independent study more meaningful?

Flexibility with regard to credits, certification and evaluation. A number of innovative programs have been started but they need financial and administrative support.

To be innovative is to be creative and one cannot be creative without freedom (opportunity). Often financial and administrative constraints stifle the sincere efforts of faculty and students. There are some administrators and faculty who wrongly believe that innovative programs should not be encouraged because they interfere with the development of one's critical faculties. Innovative and independent study programs, by their very nature, question and challenge the basic premises of the existing academia. Some faculty members and administrators view institutionalizing these programs as a device to control and domesticate them. Senior faculty members who are opposed to innovation can employ the tenure system to punish professionally those junior faculty members engaged in innovation.

The members of this group met with John Michalski to hear suggestions

he had received from other members at the conference and formulated four recommendations which the members believe would help to remove some of the major financial, administrative and professional difficulties which hamper the work of those engaged in educational innovations. A draft of the resolutions is attached to this report.

3. Educating the community and their public representatives on the value of innovation and on the assistance they can provide in improving education through innovative programs.

   Winning the understanding and support of the chief educational and public administrators and public officials for improving education is a political question. Faculty and students engaged in innovative programs on all the campuses should try to arrange meetings throughout the communities in which they are situated and help the public to understand their programs and their difficulties.

RECOMMENDATIONS FROM THE FIRST HAWAII INNOVATIONS INSTITUTE

In view of the importance of innovation and experimentation in trying to understand and solve the present problems of society, we request the chief educational and public administrators and public officials who are involved in making policy decisions for education in Hawaii, to

1. encourage the community colleges to develop and maintain the independence necessary to serve as centers for innovations and experimentation as they are in danger of being forced to abandon their unique relationship to their communities and end up as mere appendages to the Manoa Campus.

2. give real substance to their repeated verbal support of innovative and experimental programs by ensuring adequate and priority financial support for these programs, e.g., earmark at least 2% of an institution's operating budget for such purposes.

3. cease considering these programs, on whatever campus, as of marginal importance and approve them as legitimate and imperative parts of the university system.

4. give adequate professional recognition to the educational contributions of those faculty members who are sincerely engaged in these innovative programs by accepting their contributions as equal in value to teaching, research and publication.

NON-PUNITIVE PERFORMANCE-ORIENTED GRADING AND TEACHING

Coordinators: Joe Hilbe, Edna Demanche, Michael Weinstein

Participants: Thelma Stromberger, William Grosh - Recorders
L. Schaleger, H. Niedzielski, I. Goldman, M. Goldman, K. Ritchie, C. Ross, T. Cade, J. D'Arcy, P. Tottori, S. Ebesu, C. Fujita, M. Reese, T. Chow, A. Hew, L. Ekroth, C. Robello, D. Nakamura.

Rather than attempt an explicit definition of "punitive" the group discussed the aspects of punitiveness as related to grading.

1. Any system that offers rewards and punishments is punitive in nature.
2. Unfair road blocks set in the way of the student can be punitive.
3. Personality clashes between student and teacher produce punitiveness in grading.
4. Misinterpretation of the use of the grade is responsible for punitiveness.
5. Social implications involved in evaluating the student in terms of a grade make for punitiveness.
6. In a one-to-one process the difficulty of drawing a fine line between the "part person" and the "whole person" can be punitive.
7. "Brainwashing" at the high school level in regard to grade importance produces punitiveness at the higher academic level.
8. The punitive effect of the instructor in grading the student must not be overlooked.
9. An inexplicable feeling about grades will vary among individuals, both student and instructor, in determining the degree of punitiveness involved.
10. Life is punitive and "grading" is a preparatory phase in student life.

Other aspects of punitiveness occur in the following questions raised:

1. Is a grading system necessary to the end product of a degree?
2. Is wanting a degree a substitute for wanting an education?
3. Is the student actually up to college level or is he just trying to meet a pressure requirement?
4. Is there a difference between punishment and therapy?
5. What gainful experience can the student get from a grade?
6. What is the difference in mental attitude toward a grade?
7. How much does a difference in philosophy affect punitiveness?
8. Do grades represent value in the eyes of the beholder or in the guts of the performer?
9. How dependent is the faculty member on punitive grading?
10. Is there a practical answer to the grading problem for the student who wants to transfer?

Although not a solution to the punitiveness of grading, some of the following might aid in easing the strain for both student and instructor:

1. If learning is approached through "wanting" the "interest club" is more amenable to criticism.

2. Regardless of either wanting or interest, there still should be an end product of some kind--not necessarily a degree, but something that is measurable in some way.
3. Interaction and close contact between instructor and student produces understanding which eases punitiveness.
4. Self-punishment is generally more bearable than externally inflicted punitiveness represented by instructor-determined grading.
5. Self-grading which has been instructor-directed can be effective. (Contract or pre-determined grading)
6. Self-insight is a necessary part of man's development, and if the student can be helped to realize this, he will accept grading as one phase of helping him in self-appraisal. He gets outside criticism which he can, in turn, analyze himself.
7. If ABC grading were approached, not as a criteria of the whole man, but only as one segment of the man, as Zen would do, there would be no punitiveness involved.
8. We are not entirely honest about the importance of grades after graduation. Contrary to academic preachment, an employer seldom asks for more than certification or degree as proof of qualification for a position. Letter of recommendation carries much more weight than grades.
9. Records of failure should not be kept, thus avoiding permanent external punishment.
10. There should be no finality to grading, rather opening should be left for completion, developing, or perfecting. Why must we always think in terms of semesters?
11. Grades should be open to renegotiation at any time.
12. Our present W, N, Q, I/W, I/C, and I/B are actually non-punitive grades.
13. Setting of deadlines is a punitive act. (If you must set a deadline make it "100 years" and then it can be changed to "Medical Withdrawal")
14. Plenty of feedback from peers, instructor, and friends will ease punitiveness.
15. Separate the roles of teacher and judge.
    a. Give credit at the beginning of each term and admit the student to a second term on the approval of accomplishment as tested by the new instructor.
    b. Accomplish one skill at a time and add them all up to equal successful completion.

Some special problems discussed were:

1. The student who looks upon grades as rewards for effort and likes the system.
2. The student who is content with a C.
3. The student who expects complete freedom from all conventional standards.
4. The skill that must be completely achieved to be of any value whatsoever (as in certain voc-tech and commercial subjects.) Here the pass-fail standard would have to hold. However, it sometimes seems wise to indicate a tolerance level in some way--showing capability of becoming but "not there yet."
5. The structure of the present system does not allow the instructor to go back and change a grade, nor does it permit Incomplete to remain on record indefinitely.
6. The structure of the present system does not recognize the grade of a repeated subject at face value.

Some comments in favor of a grading system:

1. Credits and grades represent individual units of work completed and can be added up to a whole rather than culminating in one great all-encompassing examination, hence easing undue tension.
2. Institutions of higher learning in Europe are beginning to consider adopting the American plan, and Japan's suicide rate at entrance examination time is causing that country to study it's present system college entrance.
3. India recognizes "work toward a degree" even when the student fails, by giving him a card of certification that he has had the experiences of working for the degree, e.g., a student who has failed his B.A. final examination. Such a student is positively recognized in his society and he many times will entitle himself as "Mr. ____, B.A. (failed)"

The above is a condensation of committee interaction in general. Specifically the committee was in general agreement on the following:

1. All grading is punitive in some way.
2. Punitiveness lies with the student, his friends, relatives, and associates.
3. Grades should not be final.
4. Close student-instructor contact can ease punitiveness.
5. The instructor has the right and obligation to certify in anyway he sees fit--but can ease the punitiveness of grading by his choice of evaluation methodology (i.e.,contract, statement of objectives, etc.)
6. Vocational subjects could deal with grading on a credit-non credit basis, regardless of terminology used as based upon whether the student can or cannot perform the acquired objective.

ATTACHMENT 1

The Sociology of Non-Punitive Grading

Michael G. Weinstein
A Paper Presented to the First Hawaii Innovations Institute

The new book Wad-Ja-Get: The Grading Game in American Education, by Kirschenbaum, Simon and Napler (Hart paperback, 1971) includes a very useful appendix on alternative grading systems, including a discussion of advantages and disadvantages of each of eight systems: written evaluations, self-evaluations, give grades but don't tell the students, contracts, performance curriculum (the five point A-F system), pass/fail, credit/no credit, blanket grading. But no where in the book is there a consideration of an important sociological perspective from which grades are seen as used by the society for allocation determination, for giving certification.

From this point of view, it can be said that the grades do not belong to the student, they are not "his" grades, but rather grades belong to the society, to be used for making societal decisions about allocating individuals to the social roles which best serve societal needs. Of course, to the extent to which individual students identify with the roles to which they are allocated they might also identify with the grades attached to the products they produce. Then students are likely to say "my" average is 3.1 (as opposed to saying that the average of the assessments of various societal arbiters of the work I have produced is 3.1), or worse yet, students are likely to say "I am a B student," implying "I am a B person." In a society where there are very few, if any, indicators of the ultimate status of one's soul, it can be understood how students are willing to accept and identify with any assessments made about anything connected with themselves.

Stated this extremely from the students' point of view, few teachers will admit that they are grading students' souls, even while acknowledging that grades effect the life chances of the students (from who used to be sent to Viet-Nam to what jobs and colleges and social statuses open up to students whose work is assessed at various levels). But there are not many students or faculty who would feel comfortable with the following position, which does recognize the perspective that social reality, i.e.,"the society," is the existential construction of individuals in social interaction (cf. The Social Construction of Reality, by Berger and Luckmann, Anchor paperback, 1967). In this view, at minimum, grades belong to the faculty member who can state: "this is my evaluation (in the context of a pedagogical and academic community) of this product of yours. I respect you as a person enough to be spending my time reacting and assessing your work, and I want to be able to be honest enough to say that I think you are a lovely person but your work is terrible, or vice versa, or whatever." Perhaps maximally, the grading process can be seen as developing shared standards of our work, belonging to all of us as a community, as we are in the process of continually developing our tastes, values, and culture.

Some so-called humanistic grading systems attempt to avoid the pressures on students who identify with their own grades by proposing the big public life. That is, given that grades "mean something" to the outside world, it is possible to "lie" by awarding grades that do not have any relation to the assessment of the students' work. This takes the pressure off by telling the student he is risking nothing and is free to learn, and he will be treated by the outside world as a graduate no matter what happens. This is much more appealing to critics of the grading system than is an alternative, that there be no credits or certification given to the learning process, that learning will be free, and individuals who complete a course of study to their own satisfaction will be on their own in proving themselves in the outside world. Too many of us believe that our society is certification-hungry, that grades "really mean" what people think they do, and that our society does not have the resources to evaluate people on individual non-standard bases. At least we believe that everyone else believes this, and if colleges and universities did not give certification, then few students would bother to attend, and lots of professors would be out of their jobs.

The following "short note on grading" is one useful, but also unsatisfactory way out of the bind. I present it to my students at the beginning of a semester, at least to clue them in on how to play the grading game with me, at most to take it seriously.

* * *

A short note on grading

I am very ambivolent about grading, what it means, and how to go about it. Evaluation and feedback are integral parts of everyday life, and sine qua non of the intellectual encounter. In general I find it prudent to admit the subjectivity of the process, and my evaluation of your work may to a great degree reflect the extent to which I am turned on by what you do. Essentially we will be trying to establish a dialogue, and you are as much responsible for the quality of my response to you as I am for the quality of your learning experience. (Very existential.....) Thus, I will evaluate your papers and projects on a one-to-ten-plus scale, somewhat as follows:

1. I have no idea what you are talking about, or why
2. So What?
3. Acceptable
4. Has possibilities
5. Interesting
6. .....
7. .....
8. Good observation, technically well done
9. Insightful, creative
10. (or more). Wow, yes, great!!!!

Note that this is a single scale that condenses the issues of technical proficiency, creativity, willingness to play off from our readings, and other indicators of whether you understand the kinds of things that are happening in our course. The labels are only general (6. and 7. are somewhere between 5. and 8.). A low score does not mean 'bad' so much as 'not with it, try again.'

* * *

Student reactions vary. Some see it as just another grading game. In classes where grading is required in order for credit to be given, many students find this system useful, and a breath of fresh air compared to other systems they operate in. In classes where students are enrolled credit/no credit, and for students in graded classes who do not want to play the grading game, most students prefer that I not tell them the little number, even if I keep it for my own records. They say that they are too likely to identify with that little number, to use it for inter-student competition, and to devote themselves to getting a higher number instead of learning. Of course, some of these students evaluate their work in terms of the quantity of my marginal comments, and to check themselves on how much I write on their paper compared to how much I write on others' papers.

Thus, what any individual faculty member, student, or school, does with regard to the grading system will depend on their analysis of the teaching/learning endeavor, and more basically, on how they see their relevant social reality. If they perceive themselves as alienated from more abstract social units (the community, the society), then they may be willing to commit the public lie and be as honest as they can in interaction in the classroom. If they accept the legitimation of the community and the society as functioning in terms of intelligent allocation (or if they can find no way to deny the legitimation of the community and the society as "real" social forces), then they may play the grading game as best they can, accepting the responsibility of defining their identities in terms of the societal roles indicated by the grades they give and receive. Or they may become innovators, or revolutionaries, or catatonics, or.....

INNOVATIVE PROJECTS AND TEACHING:
METHODS OF ASSESSMENT AND EFFECTS OF FINANCIAL AUSTERITY

The group convened at the Princess Kaiulani shortly after 9:00 a.m. under the direction generally of three coordinators, George Nakasato and Reynold Feldman, both of the Manoa Campus of the University of Hawaii, and Bob Fearrien of Kapiolani Community College. Other participants were Carrie Matsuzaki and Carol Stuebe of the Manoa Campus, Pam Simmons and Jean Pezzoli of Leeward Community College, Charles Amor of Honolulu Community College, Mary Lou Lambing and Russell Kim of Kapiolani Community College, and Wayne Kuwaye of Hawaii Community College. Miss Matsuzaki and Mr. Kim and Mr. Kuwaye are students.

Reynold Feldman and George Nakasato convened the group. After introductions the group pursued the question of the meaning of the topic for the group to examine, defining terms and attempting to outline general goals and limitations to discussion. It was determined, for instance, that the matter of financial austerity was the least controversial and that there was general agreement as to the meaning and limitations such austerity imposes upon innovative activities on the various college campuses. Outlays for expensive equipment or expensive buildings were not, therefore, a mechanism per se for innovation. Thereafter the definition of the word "projects" incited a discussion of a continuum of innovation, extending from the classroom (individual instructor's "style" or whatever else he does to fashion a fresh learning experience), to activities ("Let's go to the legislature to see how it functions...") to "projects" and "programs", perhaps conterminous, that would be on a larger scale, involving more faculty and more students, to the other end of the continuum of innovation on a system-wide basis.

Following this the group attempted a definition of the word "innovative," with examples being offered of innovation that was attempted to introduce something entirely new to face a need that was not otherwise being satisfied (a hearing aid for the totally deaf) to the modified, moderate, studied "innovation" of a law school on the Manoa Campus, innovative perhaps only in that it is new to the University of Hawaii.

The group was asked to respond with suggestions of particular aspects of the whole problem that members were interested in. How about concentration upon the "assessment" part of the topic? Is it possible to study job descriptions on the respective campuses (considering also salary, etc.) and by this means combine jobs together? Why innovate? How does one get a new program or project accepted on a campus by all the various interest groups, fellow faculty, administrators, and students? Is it best to concentrate while working up innovative approaches upon the "appropriateness" of the activity? Could we work up "models of assessing innovations" considering research design, dissemination of information, who does the evaluating, how thorough does it need to be?

After this general consideration of the problem, it was decided to

present information about actual innovative experiences in the hope that common patterns might emerge and generalizations and recommendations develop. Particular topics that each member was to speak about included: "Why and for whom was the innovation planned?" "What is the nature of your experience?" "Who started it and how was it begun?" "What were the obstacles that were encountered, particularly at its beginning?" "Who evaluates it?" "What sort of data is employed in its evaluation?" "What were the lessons learned from the experience?"

Going around the table then each member discussed some experience that he had had, employing these general headings:

Carrie Matsuzaki reported to the group on the Marine Innovations Program at Manoa, an effort to involve students in marine work as an undergraduate preparation to eventual graduate work. This is at present in lieu of an actual major in marine studies at Manoa. The program, just begun, has not yet undergone evaluation.

Pam Simmons spoke of efforts in which she is involved at Leeward to plan in an interdisciplinary manner, combining projects, coordinating booklists, and developing thematic unity among the interested instructors. The program is to actually commence next semester.

Charles Amor interested the group in the Hawaii State Senior Center, operating out of Honolulu Community College. This represents an effort "to get to older people" and perhaps to change their attitudes in an educational environment. The program, begun in November of 1969, has undergone extensive assessment, using a variety of techniques.

Mary Lou Lambing's report was about the Learning Resource Center at Kapiolani, describing plans to begin operating during the coming school year, employing a couple of classrooms, teaching machines, concentrating on basic work in mathematics, reading and English. Several methods of evaluation are being considered, among them a comparison of grades earned over years of those who worked to improve their basic skills to those who had not.

Russell Kim of Kapiolani reported on the "peer counselling" approach being tried at the college, an effort generally to go to the students to discover both personal and academic problems and attempt to help out with them. The theory behind the attempt is that to hire students to perform this sort of counselling activity would be cheaper than hiring adult counsellors, and that students relate better to students.

Jean Pezzoli took a broader view in her examination of the whole "open door policy" of the colleges and of the University, the general idea of equal education for all which implies an open door to the classroom as well as to the college. Thus prerequisites for particular classes are being removed. Other related topics at Leeward were considered: the "Q" grade, the costliness of the "open door policy," the concern with what might follow.

Bob Fearrien spoke of the Kapiolani Experience program, Kapex, now underway at that College, in a separate environment; involving five instructors who form a team, 130 students divided into blocks in which

student members take all their instruction, an experience- and success-oriented classroom activity. A variety of evaluative techniques were suggested for this program that began this semester.

Wayne Kuwaye's topic was the question of the merger plan for Hilo College and Hawaii Community College. A purpose of the merger is to offer the people in the community better college options at a lesser cost. An administrative mandate launched the study of the rather unique problems raised in putting together these two colleges.

Carol Stuebe reflected the excitement of the planning and work in the New College on the Manoa campus begun in the year 1968-69. A purpose was to remove student alienation feelings associated with the larger campus. Among reported details were the practice of using volunteer faculty, the techniques for selection of students, the methods employed to communicate with the main campus, the interest shown by a number of people of seriously examining the effectiveness of the New College as well as other techniques of evaluation.

George Nakasato spoke of the Nutrition Program for Paraprofessionals working out of the Agricultural Extension Division of the Manoa campus. This program, now three years old, sends trained people into homes to assist with nutrition matters. It is a way, too, of training students not necessarily involved in a more orthodox approach. Those involved reflected a need to continuously examine the effectiveness and efficiency of the program, the importance of "appropriateness" in self-examination.

Reynold Feldman's experiment with student participation in a composition course at Manoa was discussed, in closing the round of reports. In his class of Composition 315 each student became a teacher, directing a class examination of another class member's paper (including the instructor's), reviewing grammar where needed, all this for teacher training purposes. This proved to be a successful, effective, and attractive technique, possible without extra cost.

The group summarized lessons learned that take somewhat the form of recommendations from its joint examination, as follows:

1. Costs of evaluation might be budgeted from the very beginning of any new program.
2. Students could be more involved as creators of programs rather than consumers and evaluators.
3. In the planning stages criteria for evaluation should be considered and included in the program design, with no criteria added in when the program is underway.
4. It is desirable to have one person really in charge to coordinate planning and preparation.
5. A clearinghouse for experiences with different testing instruments and other helpful information could be established.
6. The evaluator should be an insider, the person who is doing the work.
7. An in-service training program to help teachers to evaluate might be tried.
8. It is best to undersell a program at first, keep expectations realistic.
9. Those who try experiments should be prepared to cope with

attendant problems and tensions, and with the pressures of politics.

10. All programs are equal, but established programs are more equal than experiments.
11. The length of time permitted a program before its evaluation should be extended, if possible, to something like three years.
12. Meetings such as this Innovations Institute help us, as in the learning that others have similar problems.
13. The need for good communications to facilitate the domestication of change.
14. The implementer of programs should be different from the person who works up the ideas.
15. Have an understanding of what the consequences might be, from the beginning, of any experimentation.
16. Do little things; do not ask too much; just do; do not criticize oneself too much publically; underscore successes.

The following papers were used by or available to members of the group in preparation for its discussions:

"Information for Students: The Honors Program of the University of Hawaii".

"A Vocational Guidance System to Replace Counselors and Computers" by John L. Holland at the Center for Social Organization of Schools, John Hopkins.

"Grading Systems, General-Education Requirements and Special Programs at 112 American Colleges and Universities". A report by the members of English 315-1 of the University of Hawaii.

"New College: Course Descriptions".

"Portland Community College is an Educational Shopping Center". By Amo de Bernardis, President of Portland Community College.

"Audio-Tutorial Experiences in the California Community Colleges". A summary report by John R. Hinton, Dean of Cabrillo College.

"Development of Community Services in Hawaiian Community College". By Dr. Gunder A. Myran, Associate Professor of Administration and Higher Education, Michigan State.

"The Final Report on General Education". Prepared at Kapiolani Community College.

CURRENT TRENDS IN TECHNICAL-VOCATIONAL EDUCATION

Coordinators: Larry Wakui - Leeward Community College
Richard Aadland - Leeward Community College

Participants: Ann Budy - School of Nursing, Manoa Campus
Joan Kannarr - Hawaii Community College
Betty Shimabukuro - Associate State 4-H Leader, Manoa Campus
Mary Troxell - Fashion Design and Merchandising, Manoa Campus

The group met from 9:00 - 10:15 a.m. at the Princess Kaiulani Hotel. The group coordinators distributed literature about the concept of career education as conceived by Sidney P. Marland, Jr., U.S. Commissioner of Education. As this concept of career education was new to the participants, discussion was limited to a brief explanation of the concept by the coordinators.

Problem areas discussed were:

1. Articulation between the Community Colleges and the Manoa Campus in the areas of transferring credits, the split between general/academic education and career education.
2. Articulation between industry and the schools. Cooperative Education is a source of information to employers, students and teachers.
3. How to get industry involved in Cooperative Education.

While there was a mutual exchange of problems during this time, no solutions were reached.

Members of the group were guests of the Manpower Training Program of the Community Colleges for the remainder of the day. Visits were made to the Clerical Cluster Facility and the Mechanical Trades Facility. The programs and objectives at these facilities were explained by the coordinators, instructors and students. These visitations were great learning experiences for the group. Rather than talking about current trends in Vocational Education, the group went out into the field and saw it in action.

ATTACHMENT 1

Vehicles for Occupational Updating

Richard Aadland
Article Published in American Vocational Journal
November, 1971

VOCATIONAL EDUCATORS! We need help. You are all, perhaps painfully, aware of the continual change in vocational education subject matter. To keep up with this change, we teachers need help.

The purpose of this article is to suggest the vehicles for the kind of help we need and to present some ideas on how to get those vehicles moving.

But first we can help ourselves -- through our local and national vocational associations. We can help ourselves keep up to date by reading and studying the articles and advertisements in the publications of our organizations and by studying the exhibits at our state and national vocational conferences.

We can accelerate this process by joining subject-matter or occupational organizations also -- and this is where we need help. To constantly join organizations and attend conferences eventually becomes an expensive proposition. Couldn't our departments or schools, or perhaps our advisory committees, give us some financial assistance?

In the vocational services where hardware is an integral part of the subject matter, it is unquestionably important that we keep abreast of the latest developments.

The various trades and industries frequently stage exhibits, shows or fairs. These are excellent opportunities to see the latest advancements in hardware and techniques but, unfortunately, they may be scheduled during teaching hours or located at some distance.

This kind of program could also help those of us who need working knowledge of more than one field. The accounting instructor who needs a working knowledge of computers, for instance, could be given a leave of absence to attend an industry training school or, if the training were available in the local community, he could be given a reduced teaching load.

Vocational instructors in occupational areas where large quantities of items are stocked need to know about the newest warehousing and inventory control procedures. A training program for employees in a wholesaling industry, for instance, would be a good opportunity for an instructor to pick up that needed knowledge.

As a final suggestion, another way to help us keep up to date would be

a program of intensive study tours of occupational areas such as the hospitality industry or of single organizations such as a data processing installation or manufacturing plant. These tours would need to be carefully planned by the participants and the plant. They might last from two to eight weeks depending on the subject matter and the depth of investigation desired.

Study tours would be more valuable than summer employment in an industry; a group of vocational teachers could be exposed to aspects of the industry that a teacher on a summer job would never see.

How can we get these ideas put into action? Two things must be done. They must be done simultaneously -- and we vocational teachers must do them.

We must educate. To educate is a difficult job, but it is our profession -- we are masters at it. We must educate administrators, school boards, trustees, boards of regents, advisory committees, legislatures and industry to our difficulty in keeping up to date where subject matter change is both rapid and continual.

As a subject matter group, department, division, or school, we, with the help of our vocational associations, must develop a strategy, then make and implement plans to educate the above-mentioned groups to our problem.

At the same time we must plan the basic structure of the various in-service professional development programs we want implemented and put our plans in written form. The basic structure should contain at least the purpose of the program, its rationale, the criteria for accomplishment, and the estimated cost. The last two items should be as specific as possible.

Release time, short leaves of absence, mini-sabbaticals, and reduced teaching schedules should be built into our jobs so that in-service training becomes part of the workload.

We must begin to develop the means of incorporating training time into our workloads. This will be a very difficult task -- and one that we have little experience in. Or can our knowledge of individualized instruction, programmed instruction, and the systems approach to learning be utilized to integrate in-service updating into our programs of work?

To keep up with the constant change in our occupational areas has become a formidable task. We can no longer do it by ourselves. We need help. If in-service professional development programs are to be an integral part of the job, then we must convince others of our need for help. Professional development must become a part of our regular workload rather than an extracurricular activity.

ECLECTIC APPROACHES TO READING EDUCATION

The twenty people who attended this workshop on Wednesday, February 16, 1972 met at the apartment of Jim Wilson, 419 Atkinson Drive, on the edge of Waikiki, rather than in the large hotel conference room set aside for the workshop meetings. One of those present, Elizabeth Young of the Public Relations Department of the University of Hawaii, was a visitor who dropped by during the lunch hour to discuss the reading programs in the various community colleges with representatives who were there, as she is planning an article on these reading programs for the University Bulletin.

The others present were participants in the Innovations Institute. Coming from the Mainland were Gene Kerstiens of El Camino Community College in Los Angeles (the present President of the Western College Reading Association),Jerry Berg of Lane Community College of Eugene, Oregon (on leave this year with Maui Community College) and Mildred Leaver of Rolla, Missouri, N.E.A. Director for Missouri.

From Hawaii there were Larry Zane of the College of Education of the University of Hawaii, Belva Cline, Reading Director for the Church College of Hawaii, Kermit Coad and Dennis Nakamura (Student Body President) of Maui Community College. Five instructors represented Kapiolani Community College: Nancy Chaky, Loretta Hicks, Amy Kurata, Hong Kwun Pang, and Molly Tani. Leeward Community College had its entire reading staff present: Diane Cohen, Elizabeth d'Argy, Peter Guay, Nancy Higa, Cary Odom, Ferenc Sipos and Jim Wilson.

Representation, therefore, included three mainland states, the outer islands, seven different colleges, and three of the community colleges of the University of Hawaii system. This provided for a variety of background and point of view. Jerry Berg served as coordinator, Jim Wilson as co-coordinator and Gene Kerstiens as facilitator for this workshop.

Lunch was brought in from Patty's Chinese Kitchen across the street in the Ala Moana Shopping Center so that no time was lost in the workshop itself. In fact, the workshop continued informally during the lunch hour, and so ran from 10:00 a.m. to 2:30 p.m.

TESTING

The topic that drew most attention and seemed to be of greatest concern for all participants was testing. An outline follows of (a) the tests that were mentioned and discussed, (b) administrative and procedural matters to be considered and improved upon, (c) evaluation of testing results and their publication.

A. Tests
   1. English Cooperative Test - most widely used.
   2. Counseling Guidance Placement Test - given in large group setting - test results never seen.
   3. Purdue Test - gives same results as E.C.T., but much more diagnostic. Reading measures are poor. Spelling test not valid.

4. Nelson-Denny - given to let students on high side show what they can do. Used widely to pre- and post-test in Hawaii and elsewhere.
5. Davis Reading Test - given initially at El Camino College to survey. Used to pre- and post-test.
6. California Advanced Reading Test - given after the Davis at El Camino to pick up those who are low on the Davis (CART tests grades 7-14). CART also given at Maui Community College. Plans now are to investigate giving it at Leeward Community College, and working on setting up state-wide norms.
7. JASTAK Wide Range Test in Reading then given at several community colleges.
8. SR/SE (Survey of Reading and Study Efficiency) at El Camino.
9. Diagnostic Reading Test - proved unreliable on basis of recent research done on it in Florida for the Ph.D.
10. Test of Adult Basic Education (a revision of California Language Test - for grades 3-13) - may be good for students with weaker reading skills. Given at Honolulu Community College.

B. Administration and Procedures
1. Tell students they will see test scores as this may have positive results on their test behavior.
   a. Students are cynical after years of being tested and never seeing test scores.
   b. Most students are pleased with their test scores.
2. Test to survey and to diagnose, but do this separately.
3. Go over test results with students one by one.
   a. Interpret the results for the student.
   b. Reading instructors, unlike many classroom teachers, are positive in interpreting test results for they know improvement will come with work in the Reading Center and so are not alarmed by low test scores.
4. Teachers and counselors should not feel bound by test results published by the computer.
   a. Students must be individually counseled, possibly retested.
   b. Students should be given the freedom to do what they feel they want and need.
5. The national norms for cutting off student placement in study skills/reading centers.
   a. Up to the 16th percentile, go into the basic courses.
   b. Up to the 56th percentile, go into intermediate courses.
   c. 57th percentile and up, go into college transfer courses.

C. Evaluation, Publication and Follow-up of Testing Results
1. Dean data - pre-test scores and post-test scores are not serious data.
2. Results of reading instruction that really count concern what happens to the student on the outside.
   a. He stays in school -- does not drop out.
   b. His grades go up.
3. Send scores to instructors outside the Reading Center.
   a. This will help them understand the source of some problems students are having with their courses. There is a discrepancy between the reading level of many students and textbook level in many courses at Lane Community College. Many Voc-Tech students are reading at 7th and 8th grade levels while their textbooks are written at the 12th and 13th grade levels.

b. Use Dale-Chall formula to determine the reading level of textbooks. Para-professionals and student helpers can be taught to use this formula and make this analysis.

STUDY SKILLS

Study skills was another area that was discussed by the workshop participants. In response to the observation that some students cannot read history (Hicks of Kapiolani Community College), the suggestion came from Odom that the first two chapters of the textbook should be taught along with study skills. It was pointed out that Helen Huus in Innovation and Change in Reading Instruction had reported that study skills taught in only one course rarely carried over into other course work and that these skills really came into use only as two or more instructors pushed them in their classes.

The participants from Maui Community College reported on the organization of a workshop on study skills at Maui Community College for faculty members. Sixteen faculty members have signed up for it. Kerstiens felt that if this workshop were successful, it should be reported on at forthcoming Reading conventions and in reading journals.

LISTENING AND READING

For students who cannot read well, the combination of listening and reading was suggested. Talented students in Speech courses can be used to tape the chapters in textbooks. It is also possible to duplicate the material on any commercially produced tapes as long as the duplicates are not for sale.

Reading through Listening by W. Royce Adams, published by Dickinson Publishers ($4.95 for the text, $90.00 for the cassettes) is good for the reader of very low skills, reported Kerstiens.

Berg then described his use of "Talking Books" at Maui Community College and Lane Community College. (See Attachment I)

Wilson suggested the opposite route might be true of the foreign student with low reading skills. Whereas the native speaker can get at the printed form through listening, the non-native speaker can have his reading reinforced by listening to a text that he has laboriously worked his way through. Foreign students at the University of Hawaii suggested to him their desire to listen to the stories from the Controlled Readers once they understood them completely after very thorough study of the written texts. They would appreciate being able to follow stories of that level on an auditory level and this would reinforce their reading through review and the experience of it through another media.

Leaver observed that students experienced the sensation of having really read materials that they had both read and listened to, and reported that all school libraries in Rolla, Missouri are actually media centers where students can check out both books and accompanying cassettes. Carrels are available for listening and reading.

FLEXIBLE SCHEDULING

The question of how long students stay in the Study Skills/Reading Center at El Camino once they are placed there after initial testing was raised

by Higa. The reply was that students usually get stuck in eighteen-week courses. Kerstiens referred to a new course called "Twenty Days in August" which provides intensive work for several hours a day in study skills before the fall semester begins and which has brought good results and a good response.

Odom referred to Leeward Community College's experimentation in the scheduling of reading classes, and described the different schedules presently available to students. (See Attachment 2)

PARA-PROFESSIONALS

When the use of para-professionals at Leeward Community College was mentioned, Nakamura called for a definition of this term. It was pointed out that para-professionals are called peer-tutors, student-assistants or by other designations in various places. They usually lack the professional training of regular instructors and help in the more routine tasks of classroom management and individual tutoring. (The latter is not necessarily always true, however.)

Odom pointed out that students serve as para-professionals only if they know the programs (have gone through the programs previously themselves as students) and if they can continuously give positive reinforcement. Para-professionals should also represent the various dimensions of the culture-racial, economic, social -- and Nakamura agreed this was very important.

MACHINES

Kerstiens discussed the use of a number of machines by reading centers including computers, audiometers, telebinoculars, and tachistoscopes. He sounded a caution in the use of all machines that the whole group enthusiastically endorsed: teacher help must be available to students at all times. Some teachers use machines as crutches; they send students off to the lab to work with a machine when they don't want to be bothered by that student or don't know what to do to help him. He cited "The Lone Learner," Audio-Visual Journal, March 1971, as excellent reading on this point. (The same need for interaction with a human being, in particular the teacher, was also seen above in the area of testing where it was pointed out that the teacher should go over the test results with students one by one.)

He went on to say that cassettes are available in the Study Skills Center at El Camino which explain the procedures and use of all machines and materials in the Center. When new students come in, they sit down to listen to the cassette that accompanies any piece of equipment or set of materials before they begin using it.

How Computers Humanized El Camino Community College. Teachers with tenure, degrees, position and prestige tend to be satisfied with themselves and their programs; it is hard to bring about needed changes. El Camino had a high drop-out rate among its students a few years ago even though its students are mainly middle-class. How do you test 22,000 students to place them in programs, to diagnose their problems, to give individual guidance and counseling without the use of the computer? It can't be done, was the reported answer.

Telebinocular (a vision survey device) service is provided for every student in the Study Skills Center at El Camino. It picks up a few students every semester with vision problems that make fast, efficient reading impossible.

Audiometer service may be required in diagnosing reading problems as these may have a hearing base.

Tachistoscopes are expensive to buy and maintain. It is uncertain just what they are worth as Renshaw's results in early experimentation with this device have never been replicated.

FUTURE OF READING AND STUDY SKILLS CENTER

Kerstiens sees the present reading centers that serve only the local college population becoming Community Learning Centers that will be open from early to late seven days a week serving the learning needs of the entire population in the communities surrounding the college.

Grand Tour of the Los Angeles Area. Anyone desiring to make the grand tour of learning centers in the Los Angeles area can contact Gene Kerstiens at El Camino Community College who will set up the itinerary and make the necessary contacts.

Use of Professionals in Your Home Area. Make use of reading professionals in your area who have specialities that would be of value to the students in your own program.

New Programs in Reading Instruction. Coad described English 51, a new Reading skills clinic, recently organized at Maui Community College. (See Attachment 3) Pang also described the two reading courses established during the past year at Kapiolani Community College. (See Attachment 4)

Wilson reported on the new English as a Second Language program established at Leeward Community College. (See Attachment 5)

RESOLUTIONS

The Workshop resolved to:

A. Meet informally once or twice a year to exchange handouts, materials, ideas, new techniques.
B. Call upon the Student Council for financial support for new innovative programs.
C. Organize the Hawaii Chapter of the Western College Reading Association.

ATTACHMENT I

Talking Books for Poor Readers

It is axiomatic that there is a considerable gap between a poor reader's reading recognition vocabulary and his aural recognition vocabulary: a combined visual-auditory approach therefore promises greater payoff than a visual approach alone. In this report, I would like to describe briefly my experience with "Talking Books" at Maui Community College, and at Lane Community College in Eugene, Oregon.

Talking Books are books of all genre recorded by the Library of Congress for visually handicapped readers, or readers who, because of some physical handicap, are unable to read conventional books. The Library of Congress, through your local regional library (Honolulu) will furnish you with application forms and annotated catalogs upon request. To qualify for this service, however, you will need to find a student who meets the criteria described above. Fill out the application form on his behalf and order the Talking Books of your (his) choice. Literally thousands of titles are available, most on 16 2/3 rpm records, although a few are now available on cassettes. If you do not have a 16 2/3 rpm record player, your L.C. Regional Library will furnish you with one.

At Maui Community College, we have dubbed approximately twelve Talking Books onto cassettes (ranging from three to ten 60-minute cassettes, depending on book length), using a patch cord from the earphone jack on the record player to the input jack of the cassette recorder. Some of our titles are Nigger, Love Story, Kon Tiki, and Of Mice and Men. Students "read" a Talking Book individually or in groups, using a multiple earphone setup. We also check the cassettes, book, player, and earphones out for overnight use.

Talking Books are extremely popular, especially with the student who has never read a book, or whose "free" reading has been a painful rather than a pleasurable experience. I am also convinced that this type of visual-auditory stimulation pays off with measurable reading improvement. I continue to see dramatic results such as:

-- Functionally illiterate adults who are able to listen and follow along in books such as Kon Tiki, losing their place not more than once per page. (When the student does lose his place, he simply stops the player until he finds his place again.)

-- Students who start a Talking Book in the morning and skip lunch in order to finish it in one sitting.

-- Students who make a special trip of ten miles or more to the campus in order to check out a Talking Book for overnight use. (We check Talking Books out for overnight use only after 2:30 p.m. and require that they be returned by 8:30 a.m. the next morning, because of heavy student demand.)

-- Students who, for the first time in their lives, discover that books can be exciting and rewarding experiences.

ATTACHMENT 2

Leeward Community College Reading Center

The reading program at Leeward offers: (1) developmental reading (Reading 001), (2) speed reading (Speed Reading 101), and (3) serves as a referral center and "open laboratory" for students not officially enrolled in the reading program.

Experimentation has been done in the scheduling of reading classes: five-week intensive sessions, during which students meet every day; regular semester schedules, during which students meet two/three times a week in 50-minute or 80-minute periods; seven-week intensive schedules, during which students meet for approximately six hours a week on a two to three day basis; and the schedule for ESL students, who meet for fifty minutes, five days a week, for a regular semester duration.

Presently the schedule being followed is in line with the rest of the College's "Accelerated Sessions." Students meet for an eight-week period, six hours a week, either two or three days a week. (ESL students are continuing to meet daily as indicated above). It is believed that the longer period of time for developing reading skills is highly desirable, and helps to more effectively change poor reading habits.

Pre- and post-tests have been kept on all students since the first experimental sessions began in the Fall, 1970, and long range studies (effect of reading on grade point average, difference in gain over longer and shorter periods of reading instructions, etc., are now in process).

ATTACHMENT 3

English 51 -- Reading Skills Lab (3 Credit Hours)

Remedial, Corrective and Developmental Reading
Approximate class size: 22
Meets: 4 times per week, 45 minutes

The first 4 to 5 weeks are devoted to diagnosis, placement and orientation. All through this period, however, regular group drills with "Tachisto-Flash" materials are conducted.

Examples of diagnosis and placement techniques:

A. 45-minute diagnostic writing exam is given during the first or second class meeting. Topics like: describe a process or operation with which you have had first-hand familiarity; write a fantasy about "Superkanaka."
Purpose: to identify writing faults such as: (1) inability to use or identify a complete sentence, (2) subject-verb agreement, (3) graphics problems, etc.

B. Placement in Science Research Associates (SRA) materials such as the IIIa, IIIb, IVa, CRPI, and CRPII Labs and Reading for Understand (RFU) boxed materials -- using placement test provided with the materials.

C. Placement in Educational Development Laboratories (EDL) story filmstrips using an SRA-Psychotechnics-EDL equivalency table.[1]
Filmstrips presently used: Levels BA-MN.

After the orientation period is completed, a 9-10 week lab activity period begins. During this period, the students are expected to spend at least 3 hours per week in the lab working in their various activities. They may come in anytime the lab is open, but they are asked to have their work reviewed after they have completed two exercises in any of the programmed materials by either the course instructor or the lab assistant (tutor).

Example of the "Weekly Work Schedule" (that is often modified to better suit the student's particular interests or needs):

Day One
(a&b) 2 Power Builders from any of the 5 SRA Labs

Day Two
(a) 3 5-minute timed readings[2]
(b) 2 3-minute Rate Builders from any of the 5 SRA Labs[2]

Day Three
(a) 2 EDL Story Filmstrips
(b) 3 RFU excercises

At the end of the 9-10 week lab activity period, there remains approximately two full weeks before the close of the semester. This time is purely "make-up" time for anyone who needs it.

Footnotes

1. Available upon request, as is anything else you might like copies of, from: Kermit Coad, Maui Community College, 310 Kaahumanu Avenue, Kahului, Hawaii 96732.

2. Students time themselves.

ATTACHMENT 4

Reading Laboratory - Kapiolani Community College

The following account is a brief description of the program and activities of The Reading Laboratory at Kapiolani Community College (enrollment 3,000).

A student, after consultation with his faculty adviser, enrolls in either English 10 or English 127, both of which are primarily reading courses. English 10 is a remedial-developmental course and fulfills the requirements for some of our certificate programs; English 127 carries transfer credit and classes are composed of mostly liberal arts students who want to improve their reading-study skills. These two English classes are scheduled back-to-back so that a student can be moved from one to the other without disrupting his class schedule. (This arrangement has not been effective because once a student is enrolled in a class he is reluctant to make changes.) We now propose to do some pre-registration processing, using an 11th grade score as the cut-off for English 127. Classes meet 4-1/2 hours weekly for a semester.

The first week of instruction is set aside for testing. The Nelson-Denny (Form A) is administered as a pretest; a number of special area placement tests are also administered. Each student is then assigned work appropriate to his needs. He maintains a folder in which he logs all assignments completed. This log provides a ready reference for the instructor. The work done on each activity must also be filed so that the instructor can locate problem areas and prescribe further assignments.

A student works at his own pace and, generally, at hours convenient for himself. Minimum standards of performance must be maintained and a minimum number of assignments must be completed.

Some of our activities include work with these materials and equipment: EDL Controlled Reader; the tachistoscope; Flash-X (EDL); the SRA reading pacer; RFU study kit; SRA Reading Laboratories; EDL Listening Tapes reinforced by Tactics in Reading exercises (Niles, et. al., Scott Foresman); Xerox Listening Tapes; and selected exercises in The Art of Efficient Reading (Spache) and Developing Reading Efficiency (Miller). Timed readings and quizzes on the materials are given at frequent intervals.

Student gains are measured at the end of the semester by post-tests -- the Nelson-Denny (Form B) and alternate forms of the initial placement tests. We have found that greatest gains, as shown by scores on these tests, are usually made in vocabulary. However, far more significant are those gains that don't show up in those semester end reports for the Division Chairman.

Many hours of planning and preparation preceded the implementation of our program. After one year of work it is evident that changes still have to be made; however, we feel that reasonable progress has been made in the right direction.

ATTACHMENT 5

Leeward Community College introduced English as a Second Language to its curriculum in the Spring of 1971, not in the form of a new program, but making use of existing programs, particularly the remedial programs in Speech, Writing and Reading -- better called developmental than remedial perhaps. Reorganizational efforts over the summer led to the formation of a twelve credit hour package in ESL for the Fall Semester of 1971 and Spring Semester of 1972, consisting of two sections of Speech 20 set aside for foreign students, two sections of English 30, two sections of Reading 001, and one or two sections of ISS 100, a seminar type course in the study of human interaction and group dynamics. Each of these courses carry three hours of credit. A student enrolling in one course must enroll in all four.

The ESL sections of Reading 001 make use of many of the materials and equipment regularly employed by the other sections of 001, but the reading level at the beginning is at a much lower level than is true of the regular sections, and reaching the 8th grade reading level as measured by the Nelson Reading Test, Forms A and B, means the course has been satisfactorily completed, whereas the 10th grade level is required in all other sections. Vocabulary building and intensive reading of texts is emphasized during class hours, with some attention given to increasing the rate of reading and to study skills, while individualized reading assignments are given to students outside the class hours in a variety of materials available in the Reading Center on the reading level of the students as measured by the Nelson Reading Test.

For those desiring a copy of the ESL course outline for Reading 001, write to Jim Wilson at Leeward Community College who will be glad to send you a copy. Copies of the ESL course outlines for English 30 and Speech 20 are also available to those who desire them.

DEVELOPING A LIBRARY INTO A LEARNING RESOURCE CENTER

Coordinator: Don McNeil - Leeward Community College

Participants:

*F. Nelson	(New College) West Oahu College Curriculum Study Committee
*Helen Moffat	The Church College of Hawaii
Richard Young	University of Hawaii
Ester Higaki	University of Hawaii
Antoinette Lerond	University of Hawaii
*Barbara Wood	Foothill Community College District, DeAnza College, Cupertino, California
*Sister Mary Rosalie	Maria Regina College, Syracuse, N.Y.
Sister Miriam	Resident Counselor, Marianne Hall, Hawaii
Jacqueline Fochtman	Leeward Community College
Marian Hubbard	Chaminade College
*Gary Norman Paul	University of Hawaii, Hilo
Mildred S. Councill	Maui Community College, Kahului, Maui
Lafayette Young	Media Specialist, Maui Community College

Mildred Councill, who kept the notes for the meeting, decided that the attached outline that was prepared by the coordinator and distributed to the group at 9:00 A.M. to be used as our discussion guide was representative of the groups' thinking.

* Explained programs on their campuses in the light of the conceptual paper.

ATTACHMENT 1

From A Library To A Learning Resource Center
Don McNeil

Discussion Guide Prepared for the First Hawaii Innovations Institute

I. The separate and combined world forces presently affecting libraries of every type.

   A. Impact of the computer

   B. Growth of knowledge

   C. Flood of information

   D. Ideological and material changes

   E. Ever-increasing population

II. The library responds to these changes.

   A. It functions as a community agency reflecting the entire society of which it is a part.

   B. To contribute to the total of man's life is the essence of library service.

      1. Provides a record of man's cumulated knowledge.
      2. Ensures that this record is communicated to each individual.

III. The concept of the library.

   A. The importance of understanding the objectives of the library before attempting to meet the challenge of change.

   B. Those responsible for libraries who see they're really continuing the evolution of library processes discover that their problems are minimal.

      1. To create those practical methods which, while meeting the demands of the present, are at the same time, still flexible enough to build the bridge to the future.

      2. To carry out that program that assists the individual in broadening his experience, deepening his aesthetic experience, and continuing his learning.

IV. What's in a name?

   A. The simplest indicator of change is the rapid succession of

names which have been applied in recent years to the institution traditionally known as "the library."

B. They are evidence of a concerted effort to redefine the function of the library.

C. The instructional materials center (IMC) and the educational media center (EMC) are conceptually parallel.

1. The IMC came first. (Initially called the audio-visual department or center it was developed to support group instruction with different kinds of media.) Its basic function was furnishing materials to faculty for teaching groups of students; service to the individual student was not included.

2. As materials and equipment were developed for individual use, the latter service came into being and the name became EMC to signify service to both teachers and students for teaching and learning. However, the EMC continued to stress service to the teacher, and direct service to individuals was still of secondary importance.

D. The learning center is based on the concept that the library is a place where learning occurs, rather than one in which learning materials are stored: its function is to promote learning by making both materials and services available to the student. Stress is laid on the moving of information to the student, not on the collecting of information. The role of the teacher changes from teaching to managing learning so that the student learns how to gain knowledge. The emphasis is on a one-to-one student-teacher relationship, on how a particular student learns and how services can best be utilized to facilitate his learning. By carrying out this concept to its fullest extent the place of learning becomes the entire school or college. Thus, it is sometimes referred to as the library-college or library-school. Full acceptance of this idea requires drastic changes in traditional teaching methods and teacher training, and as of now it has not developed to an operational state.

V. Individualized instruction

A. Students do not bring the same background to a subject which they undertake to study.

It is important for the institution to discover the level of understanding which a student has at the beginning of his study, and allow him to begin at this point. In order to do this, the study of a subject needs to be broken into small units to allow entrance (after testing) at any point, and a way to test the student so that he may proceed from unit to unit with some sense of security, knowing that he has the necessary knowledge to succeed. This has led to a revolution in writing specific objectives and designing learning activities and testing tools to accompany them. The specialists in such learning centers are being called upon as resource faculty members to work with

classroom instructors in developing just such material. It does not mean that these staff people need to learn everything they can about all subject areas, but it is important that they know psychology of learning and how to organize programmed materials, and that the centers be staffed with professional personnel to produce a variety of materials.

B. Students do not learn at the same rate of speed.

The resource center is the facility on most two-year college campuses which is open the longest number of hours; thus, while everyone who wishes to study air-conditioning systems in auto technology may not be able to attend a lecture class at 2 P.M. Monday, Wednesday, Friday, they may be able to schedule their lab sessions and learn the back-up lecture-type material at any hour in the resource center. Likewise, if a student has missed a class or wishes to review the material presented in a lecture, he can do so on his own time, utilizing any number of materials such as slide, filmstrip/tape presentations, or video or audio tapes. This means longer daily and weekend hours of operation for our centers. It also provides means for more adequately handling the thousands of students as enrollments increase.

VI. The Patterns

The modern library can become a reality when it is based on practical planning. The long-range plans for each library cannot be the same, for each must satisfy the demands of its own community. Within the framework of its own program each college should identify those plans which can be implemented immediately, and establish a feasible rate of progression for the accomplishment of the others.

The overriding concern of the college should be that the media center be conceived and developed as an integral part of the educational program rather than an institutional adjunct or frill. The true intent of such a comprehensive resource development is to merge the library and the classroom to a greater extent than was previously intended or possible.

The resource center could contain 5 areas; such as Public Services, Technical Services, Instructional Services, Study Skills Center and Learning Labs, and the Instructional Development Service.

A. Public Services - Standard

1. Reader's Services

a. SDI (Selective Dissemination Information)
b. CAS (Current Awareness Service)

2. Selection of Educational Materials

3. Reserve

4. Bookstore Services

5. Counseling and Guidance Services

6. Occupational Placement Services

7. Circulation: Lending, rental, sale

8. Nursery School

B. General Services

1. Acquisition

2. Cataloging

3. Processing

4. Duplicating

C. Instructional Services

1. Materials Production

2. Art and Photography

3. Printing

4. Television

5. Booking and Scheduling

6. Previewing

D. Study skills center and learning labs

1. Reading Lab

2. Independent Study Labs

3. Computer Aided Instruction, Dial Access, and other educational technology

4. Instruction of Basic Skills Courses: Mathematics & English

E. Instructional Development Service

1. Learning Service: Collects and applies knowledge about the learning process and instructional procedures. Assists faculty members who are interested in defining course objectives, specifying required behaviors, exploring new teaching techniques or relating test results to teaching practices.

2. Evaluation Service: Cooperates with teaching departments in the evaluation of student performance and the improvement of common term-end examinations.

3. Research and development

4. Experimental Classrooms

5. Faculty Conference Rooms

VII. Summary

The learning resource center includes, in varying degrees, language laboratories, reading and study skill centers, audio and video laboratories and listening stations, production facilities for graphics, photographic, audio, and video materials, closed circuit television and recording studios, printing facilities, business machines practice rooms, data processing facilities, mobile television units, and, of course, commercially produced educational materials.

As the individualization of instruction takes form, instructors, resource librarians, and media specialists can go only so far. The heart of this approach is local production of materials which requires graphic artists, photographers, audio and video technicians, printing specialists, etc. This calls for the widespread use of paraprofessionals in all areas.

The organizational pattern fashioned to administer the operational areas of the multi-media library will vary considerably with local conditions. The major objectives of the institution or community that it serves, the previously established administrative responsibilities, and the size and the age of the physical facilities may all cause structural differences in administration. Fundamentally, however, there are two basic approaches in charting administration, centralization and decentralization. The former places all operational units under a single authority; the latter separates the authority for single units or a combination of units.

If we assume the existence of a commitment to the learning resource center concept on the part of a college's library-media staff then the degree to which the concept will be developed must be dependent on the degree of commitment by the instructors and the administration of a college to the individualization of learning. The learning resource center is a mirror reflection of a college's commitment to individualized instruction.

ATTACHMENT 2

An Idea Whose Time Has Come
Gary Norman Paul

A Position Paper on the Philosophy of a Learning Resources Center

Nine years before Thomas Carlyle died in 1881, a book was published in London by Chapman and Hall at 193 Piccadilly.[1] The newspaper used to bind the spine included Christmas advertisements for "celebrated table knives, 20 s" and "one dozen plated knives for fish eating, in mahogany case, 50 s." But more important and much more interesting is what one finds inside this little book.

But first, a word about the author, Thomas Carlyle. He was a brilliant British essayist, historian and philosopher, who suffered years of poverty and frustration until the age of 45, when a series of lectures helped him become financially independent and intellectually accepted among the chief writers of his day. This book, On Heroes, Hero-Worship and the Heroic in History, presents the only series of these lectures to be published. However, it is fortunate that Carlyle's address of Tuesday, May 19th, 1840, called "The Hero as Man of Letters: Johnson, Rousseau and Burns" was recorded in this little volume. Why? Because it contains the original statement of the Library-College idea, which in turn has led to the learning Resource Center concept.

If you will imagine yourself in that stuffy, smoke-filled London Lecture Hall, listen now to Carlyle, as he spoke to that audience:

> "With the art of Writing, of which Printing is a simple, an inevitable and comparatively insignificant corollary, the true reign of miracles for mankind commenced. It related, with a wondrous new contiguity and perpetual closeness, the Past and Distant with the Present in time and place; all times and all places with this our actual Here and Now. All things were altered for men; all modes of important work of men: teaching, preaching, governing, and all else.
>
> To look at Teaching, for instance. Universities are a notable, respectable product of the modern ages. Their existence too is modified, to the very basis of it, by the existence of Books. Universities arose while there were yet no Books procurable; while a man, for a single Book, had to give an estate of land. That, in those circumstances, when a man had some knowledge to communicate, he should do it by gathering the learners round him, face to face, was a necessity for him. If you wanted to know what Abelard knew, you must go and listen to Abelard. Thousands, as many as thirty-thousand, went to hear Abelard and that metaphysical theology of his. And now for any other teacher who had also something of his own to teach, there was a great convenience opened: so many thousands eager to learn were already assembled yonder; of all places the best place for him was that. For any third teacher it was better still; and grew ever the better, the more teachers

there came. It only needed now that the King took notice of this new phenomenon; combined or agglomerated the various schools into one school; gave it edifices, privileges, encouragements, and named it Universitas, or School of all Sciences: the University of Paris, in its essential characters, was there. The model of all subsequent Universities; which down even to these days, for six centuries now, have gone on to found themselves. Such, I conceive, was the origin of Universities.

It is clear, however, that with this simple circumstance, facility of getting Books, the whole conditions of the business form top to bottom were changed. Once invent Printing, you metamorphosed all Universities, or superseded them! The Teacher needed not now to gather men personally round him,that he might speak to them what he knew: print it in a Book, and all learners far and wide, for a trifle, had it each at his own fireside, much more effectually to learn it! --Doubtless there is still peculiar virtue in Speech; even writers of Books may still, in some circumstances, find it convenient to speak also,--witness our present meeting here! There is, one would say, and must ever remain while man has a tongue, a distinct province for Speech as well as for Writing and Printing. In regard to all things this must remain; to Universities among others. But the limits of the two have nowhere yet been pointed out, ascertained; much less put in practice: the University which would completely take-in that great new fact, of the existence of Printed Books, and stand on a clear footing for the Nineteenth Century as the Paris one did for the Thirteenth, has not yet come into existence. If we think of it, all that a University or final highest School can do for us, is still but what the first School began doing,--teach us to read. We learn to read, in various languages, in various sciences; we learn the alphabet and letters of all manner of Books. But the place where we are to get knowledge, even theoretic knowledge, is the books themselves! It depends on what we read, after all manner of Professors have done their best for us. The true University of these days is a Collection of Books."[2]

Now blink once or twice and a century has slipped past! It is 1934 and you are attending the Chicago Century of Progress Exposition. A young librarian steps before yet another podium in another room to speak about the same concept of the easy availability of books. However, Dr. Louis Shores added something to the traditional definition of the "book" and that was the "generic" book. In other words, the format of communication is varied and the "generic" packages of information span the range from original sources to television. Again, if you will listen while Dr. Shores introduces this revised concept of Carlyle in his address "The Library Arts College, A Possibility in 1954?":[3]

> "The sponsor of any untried plan, no matter how worth while, faces at the outset two discouraging types of criticism. There are first those reactionary critics who defend the status quo by hurling charges of charlatanism or radicalism at any proponent of change, without pretending to examine the proposal itself. And then, there are those who will listen kindly and tolerantly to the presentation of a reform, and at the conclusion dismiss it as Utopian and fanciful.
>
> To the first group of critics the sponsor of the present plan can merely say solemnly and with all the sincerity at his command that he

honestly believes the changes he proposes are vital to the education of young men and women and therefore important to society. It is somewhat easier to tell the second group of critics that the library arts college idea is not new, that it has been predicted for over a half century, and that trends in current college reform point inevitably to the consummation of the plan...."[4]

Shores continued by announcing five essentials which would distinguish the library arts college from the conventional college we all know so well:

"In the first place, the library arts college reverses the conventional college's practice of compulsory, regular class attendance supplemented by voluntary and irregular library reading. The library arts college student is definitely scheduled for supervised reading periods and permitted to ask for a class meeting whenever he feels his readings have failed to answer questions. The supervisor of the reading period is a library-trained instructor thoroughly trained in library methods, who, among other things, combines the duties of the history instructor and the reference librarian.

In the second place, all instructional quarters, like classrooms, reading rooms and laboratories, are concentrated in the campus' one educational building--the library. A plan for such a building drawn to scale is available among my notes for anyone who cares to examine it. In general, the drawing calls for four units, one for each of the three subject divisions--humanities, natural sciences, social sciences--and a fourth for administrative and general reading quarters.

In the third place, the instructional scheme employs a principle of the Lancasterian schools which influenced American educational development in the early years of the nineteenth century, and which disappeared only because of improper conditions. Briefly, the principle calls for upperclass students to tutor lower class students. This practice is mutually beneficial since it insures individual instruction for each lower classman and excellent training for each upper classman. Beginning teachers frequently attest they learned more about their major subject the first year they taught it than they learned in all their undergraduate study. Obviously, when a student has to know his lesson well enough to make it clear to an underclassman, that student not only masters his material, but what is more important, he is able to express himself more clearly on the subject. This type of tutoring reinforced by faculty supervision, supplemented by occasional inspirational lectures, and checked by the requirement of frequent papers, tests and a final comprehensive examination, will do much to restore scholarship to its rightful place on the college campus.

As for the faculty members themselves, they will be library-trained, subject-matter experts, but not specialists in the restricted sense which describes our present research professors who teach only incidentally. The chemistry man, for example, will not be so thoroughly consumed by his interest in colloids that he will be unable to supervise a general reading course in science. It is very likely that he will be able to express an intelligent opinion on James Joyce or the Herbartian influence in American education. But above all, he will be vitally interested in the young people he teaches, study their development as zealously as the average researcher does his experiment, and be as

proud of the young man or woman he graduates into society as the average scientist is about a notable discovery.

Finally, the curriculum, instead of including a great number of frequently unrelated courses, will represent a carefully planned reading program intended to acquaint the student with man's accomplishments of the past and problems of the present. There is no more direct method of achieving this end than through reading the right books."[5]

Thank you for your patience during this review of the century long dream to create a Library-College atmosphere in reality. But what value does this library history contain? Hegel, in his Philosophy of History, concluded that "peoples and governments never have learned anything from History."[6] Years later, George Bernard Shaw prefaced his Heartbreak House by declaring: "Alas! Hegel was right when he said that we learn from history that men never learn anything from history."[7] Yet this committee is gathered to ask the inevitable question: "Is the hope expressed so logically by Carlyle and Shores for the creation of a Library-College unrealistic and therefore, unattainable? Perhaps, we can learn from Sister Helen Sheehan, who anticipated this question in her July, 1969, article called "The Library-College Idea: Trend of the Future?"[8] Her words echo our concern that:

"If the idea is so sound in theory, and so adaptable in practice, why are there not more institutions which can properly be labelled "library-college?" The obstacles are ideological (resistance of faculty to what they may consider an attempt to supplant them), physical (lack of suitable buildings, and the expense of erecting such facilities) and operational (shortage of suitably trained library-faculty). As against this scarcity of total adoptions, there is the increasing emphasis in many colleges on independent study and on other elements basic to the library-college concept. An English librarian, Norman Beswick, observes, "perhaps the main value of the Library-College movement is that it provides a spculative model for use in our thinking. It will help us to re-examine two questions which are central to any educational institution: (1) what contributions to the learning process can be made by libraries, independent study, the new media, and the computer? and (2) what are tutorial staff [i.e., faculty] for? ...It is not the library that 'supports' the classroom ...but the classroom that leads (or should lead) inevitably and essentially to the library."[9]

It is now 1972, exactly one-hundred years since the little book that started this essay and the Library-College idea was published. Are there models of the Learning Resource Center concept which are functioning today and can provide us with more specific examples of the idea in practice?

Yes. In fact, Dr. Louis Shores mentioned in a speech delivered November 22, 1971, at Maui Community College that the "dominating trend in 500 libraries in America is independent study." However, for the purposes of this committee at this time, it is appropriate to mention only two institutions of higher education in the United States. They are similar philosophically yet separated in distance by 5400 miles.

The first of these examples of the Library-College idea in practice is at Federal City College in Washington, D.C. After being designated by Congress as the public land grant institution for the District of Columbia in 1966, coursework leading to the A.A., B.A., and M.A. began in 1968. According to

William E. Henchliff, Associate Director of Media Services,

> "Federal City College was intended to absorb the previously existing D.C. Teacher's College and to become the comprehensive public university for the District of Columbia. The pursuit of higher learning at last became a basic right, open for a fee of twenty-five dollars per quarter, to all residents of the District of Columbia who had earned a high school diploma. Its first student body is 2,200-1,600 full time equivalent--...
>
> The faculty at F.C.C. is young, talented, and progressive...; over one hundred members augmented by approximately fifty student advisory staff and fourteen professional media specialists (librarians). The ratios are: one instructor for every sixteen students (F.T.E.); one counselor for each thirty students; one media specialist per 120 students. All staff members are student-oriented, eager to communicate ideas and to test new approaches to the teaching-learning process.
>
> Most students take three core courses per quarter. Classes are limited to twenty-five students who usually sit informally in a circle with the instructor moving about rather than lecturing from a raised platform. Classes are held from 8 a.m. to 10 p.m. Almost all courses which are offered during the day are also taught at evening sessions. There are flexible deadlines for completing courses. Students may prolong their studies until they achieve success.
>
> F.C.C. also serves as a community college granting the associate in arts degree to students who complete two-year terminal programs. For students who need and desire to strengthen their basic study skills coaching is offered in a skills center."10

Many parallels can be drawn from what F.C.C. is now achieving and what U.H.H. (University of Hawaii at Hilo) hopes to achieve. In order to provide the second example of a Library-College in its Hawaiian infancy, a few words are included about the Hilo program.

Dr. Jerry Johnson, Ass't. Professor of Psychology, is the first faculty member at this new four year institution to adopt the Library-College idea and put it into action. Upon receipt of a $600 grant from the Course Development Program, which is administered by Chancellor Paul Miwa's office, Dr. Johnson approached the Head Librarian about space requirements for a learning/quiz center for the introductory Survey of Psychology course. As Dr. Johnson explained in his January 17, 1972 memorandum to Librarian Paul:

> "The course will be individualized, self-paced and will implement the concept of mastery learning. As such it is a pilot demonstration of many of the concepts that have been discussed for application in the proposed learning resources center and study skills center which would emerge from the integration of HCC and UHHC. It is also hoped to serve as an illustration of the application of individualized instruction to large enrollment classes which have in the past, due to size, been limited to a strict lecture format.
>
> In order to make operational such a system it is necessary to have a room which serves as a learning/quiz center in which students are both tutored in and evaluated on the content of the course. As a

"mini resource center" it would be very desirable to have such a facility located near other relevant resources on campus. Since the library is the existing component of the proposed learning resources center it would seem to be the logical place."[11]

During the first two weeks of operation, the location and application of the Library-College concept has been accepted with an enthusiasm and effectiveness which verifies the logic of the plan. Students have lined the hallway waiting for the chance to crowd into the small room. At last they enter and are treated as individuals who have special and different needs. After the quiz is completed, it is immediately evaluated and together the student and tutor review the concepts yet to be mastered. The easy availability of books within the Library make it possible to master the particular unit and, when prepared, complete a different quiz covering the same educational content as before. This time, if successful, the student is reinforced by moving along to the next educational unit within the Survey of Psychology.

The next step forward will be to offer additional space to the Humanities and Natural Science Divisions if any faculty member will follow Dr. Johnson's example and develop the concepts of the Library-College into a program of self-paced education utilizing all available media resources in the Library and laboratory. It is evident that students respond to an education designed for their variety of skills and already Dr. Johnson's class of 175 is clamoring for more space. Imagine the space demands if just two more faculty representatives, one from each remaining division, began to offer flexible courses in cooperation with the resources of the Library!

The need for a Learning Resources Center will grow more evident each day that students stand and wait to enter one small study room converted to a mini-resource center. The challenge for this committee is to develop a preliminary program which will provide the following information:

1. Background
2. Inventory of proposed courses
3. Staff projections
4. Space projections
5. Functional relationships

Then, as C.I.P. funds become available, the program we have developed can be expanded to include:

1. Detailed analysis of building requirements
2. Functional analysis
3. Preliminary equipment and furniture list
4. Preliminary cost estimate

At this point the program architect will be appointed and the schematic design with supplementary construction documents completed and approved. Finally, the contract is awarded, the construction is supervised, and the building completed and accepted.

It seems a perfect conclusion for this philosophical position paper to ask Ralph Waldo Emerson, who was a contemporary of Thomas Carlyle and, indeed, maintained a brilliant correspondence with him, to remind us with words written a century ago that:

> "Nothing great was ever achieved without enthusiasm. The way of life is wonderful; it is by abandonment. The great moments of history are the facilities of performance through the strength of ideas, as the works of genius and religion."[12]

Let our enthusiasm be build upon the strength of the Library-College idea. Let us abandon the fear of failure. Today we are asked to perform a work of genius, with religious devotion, because before us is "an idea whose time has come." Let us begin!

Footnotes

1 On Heroes, Hero-Worship and the Heroic in History (London: 1872); referred to hereafter as Carlyle, Heroes.

2 Carlyle, Heroes, pp. 149-50.

3 School and Society, XLI (January 26, 1935); referred to hereafter as Shores, Library.

4 Shores, Library, 110.

5 Ibid., 113-14.

6 Bergen Evans, Dictionary of Quotations (New York: Delacorte Press, 1968), p. 518; referred to hereafter as Evans, Dictionary.

7 Evans, Dictionary, p. 317.

8 Library Trends, v. 18, No. 1; referred to hereafter as Sheehan, Idea.

9 Sheehan, Idea, 100-101.

10 "Urban Problems and Higher Education: Federal City College," Wilson Library Bulletin, v. 43, No. 6 (February, 1969), p. 528, 530.

11 Johnson, Jerry L. "Space for Learning/Quiz Center." Memorandum to Gary Paul, Head Librarian, University of Hawaii at Hilo, Jan. 17, 1972, p. 1.

12 Ralph Waldo Emerson, "Circles," in Essays: First Series (Boston, Houghton Mifflin and Co., 1883.), p. 300.

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INSTITUTING DISABLED STUDENTS' PROGRAM:
HANDICAPPED, DRUG ADDICTED, SENIOR CITIZENS AND OTHERS

Coordinators: Mrs. Mary Michael, Instructor, LCC
Mrs. Jane Opoka, Instructor, LCC
Mrs. Helen Perz, Nurse
Dr. Joseph Perz, Instructor, LCC

Participants: Terrie Davis, Paraprofessional, KCC
Nobbin Kruse, Student, Hilo
Helen Chow, Peer Counselor, KCC
Ralph Vares, Peer Counselor, KCC
Tess Yago, Student Senator, MCC
Peter Adler, Co-Coordinator SSSP, KCC
Lucy Gay, Counselor, LCC
Kit Lau, Student, KCC
Isao Matsumura, Co-Coordinator SSSP, KCC
Darlene Canto, Student Senator, MCC
Abe Pasadaba, SSS, UH-Manoa
Ernest Libarios, SSS, LCC
Donald Chu, Instructor, KCC

PLEASE NOTE: Due to the size of the group, we split into two sections. Dr. and Mrs. Joseph Perz acted as coordinators of one (Group A) and Mrs. Michael and Mrs. Opoka as coordinators of the other (Group B). Hence, two reports...

REPORT FROM GROUP A

A. Definition of "disadvantaged"
"a person who has a need not being met"

B. The disadvantaged--their needs
1. Physical
   a. Old Age
   b. Drug users
   c. Common sensory impairments
   d. Neurological impairments
   e. Retardation
   f. Brain dysfunction
   g. SLD
2. Psychological-Social
   a. Pampered child
   b. Homosexuals
   c. Racial prejudices and effects
   d. Lack of motivation
   e. Mentally ill
   f. Drug users
   g. Stereotyped individuals (characteristic of stereotype is generally fulfilled)

3. Economic

C. Ways of meeting these needs
   1. Counselling (many untrained in Hawaii)
   2. Teacher training
      a. Problem must be recognized
      b. High schools here seem to stigmatize students' abilities
      c. Interpersonal relationship cultivation
      d. Simple reinforcement techniques needed
      e. Anti-institutional attitudes need remedies
      f. Human potential vs. sensitivity (Carnegie approach)
      g. Encourage private words (me-myself-I)

D. Personal experiences with the disadvantaged
   1. Peer group counselling
      a. No friends
      b. Playing the "college game" as differentiated by the "high school game"
      c. Isolationism (veterans)
      d. Group sessions--responsibilities of facilitator
   2. Financial aids
   3. With instructors -- the recognition
   4. Development of programs

E. Need exists to end stereotyping the student proper to a "group label" and begin dealing with each student individually, singly, studying <u>his</u> problems as they apply and influence him...UNIQUE SITUATIONAL ANALYSIS.

REPORT FROM GROUP B

A. Handicapped
   1. Definition of Disadvantaged - Person who lacks some good (perfection) and has need of that good (perfection).
   2. Four categories of need
      a. economic
      b. physical
      c. social
      d. academic
   3. Means of meeting these needs
      a. Funding from Federal and/or State governments.
      b. Office of Vocational Education should be established.
      c. Identifying more clearly the disadvantaged groups and their needs.
      d. Teaching these people the survival skills proper to each area, e.g., there are survival skills in the academic area as well as the vocational-technical field, survival with teacher as well as with the course.
      e. Establishing interdisciplinary Service Programs.
      f. Proper guidance dealing with the affective area (e.g., emotional problems, etc.)
      g. If these people are unwilling to come to campus, provide them with opportunities other than campus opportunities (e.g., bring the classroom to them).

B. Drug Addiction
   1. Fact: there is a great problem in this area.
   2. Certain things can be done:
      a. Get to know the needs of drug addicts.
      b. Win their trust and confidence.
      c. Try to form a type of club.
      d. Never talk about drug problem--talk about some other positive motive--try to instill motivation.
      e. Establish a campus recruiting center for drug rapping groups.
      f. Make drug addicts feel secure.
      g. Faculty should give them more understanding.
      h. They (drug addicts) resent authority.
      i. Training sessions should be established for rapping groups.
      j. Make drug addicts feel they can help others.
      k. Faculty should avoid preaching right and wrong.
      l. Some instructors need a human relations course.
      m. Faculty who are genuinely interested should dialogue with drug addicts.
      n. Faculty should make a self-examination of themselves individually regarding drug addicts.
      o. How to initiate a rapping group?
         1) Get users and non-users together.
         2) Go out to community and get users onto the campus or some other setting. Outside setting may be preferable.
         3) Introduce credit courses for the drug addict in order to get them motivated again.

C. Senior Citizens
   1. The needs of old people should be more adequately studied and then met, e.g., it is difficult for old people to readjust especially to new teaching techniques and new registration techniques. Old people do not in general know where to start.
   2. Special courses or instruction should be established for the re-adjustment. They need survival skills also.
   3. Their needs are not being met.
   4. Self-examination is necessary for administration and faculty.
   5. Discover the needs of the Senior Citizen in the Community.
   6. Special credit courses should be established for the aged.
   7. Give teaching assignments (seminar type) to retired senior citizens, e.g., retired lawyers, doctors, etc. These senior citizens have a wealth of knowledge regarding their experiences. They are a solid fountain of resource gained from experience.
   8. The 40-65 age group should be able to take free courses to upgrade their experiences with current facts and knowledge in field.

HOW TO GET THE MOST OUT OF ELECTRONIC MEDIA IN TEACHING

Coordinator : George Yoshishige, Leeward Community College

Participants: Karen Kelly - Honolulu Community College
Corinne Brase - Honolulu Community College
Robin Clear - Leeward Community College
Paul Snipes - UH Manoa
Debbie Matsumura - Kailua High School
Barbara Wood - De Angelo Community College, Cupertino, California
Mark Saber - Honolulu Community College and UH Manoa
Richard Sanderson - UH Manoa, Recorder

Introduction: First will be a statement of the question or problem followed by possible suggestions for solutions.

Problem #1: Little prepared media is accessible to teachers in certain areas. Also equipment is not extremely accessible to teachers and seldom is there help in getting this into the classrooms from a centralized resource area.

Suggestion #1: Construction costs should consider the building-in of media facilities and inclusion of equipment as part of building furnishings.

Suggestion #2: Instructors become involved in the planning process for facilities, recommending equipment and budgets.

Suggestion #3: To improve accessibility to equipment less frequently used, construct modules in which classrooms surround a media area.

Problem #2: Time and work pressures involved in regular teaching added to by problems of curricula and audio visual development, require consideration of release time, questions of follow-up, evaluation time, and problems in meeting deadlines.

Suggestion #1: That procedures be established so that instructors can propose curriculum and audio visual development projects for which they will receive release time administratively and also have access to support teams which will assist them; to include budgets for such projects. Support teams suggested would be the subject specialist, the media specialist, the media and graphic technicians and evaluation specialist. Also included would be a technical production crew. Examples might be the Chicago Board of Education and the Cnicago City College Program for providing release time for instructors who wish to develop courses for television transmission.

Problem #3: The seeming artificiality of establishing central resource and media centers when the classroom is really the focus of media utilization. How to make the classroom a part of the instructional process with media.

Suggestion #1: This relates more closely to the accessibility of media discussed previously and to providing each classroom with basic equipment and a readily accessible media resource center for production and equipment which should be centralized.

Suggestion #2: Media should be considered as an integral part of the instruction and not as an accessory.

Suggestion #3: Teachers should have more training in media so that they will feel more comfortable in its development and use in the classroom.

Problem #4: The need for quality in media production--specifically to maintain and hold student interest.

Suggestion #1: Provide a centralized media production center including specialists who can assist in scripting, production pre-planning, and actual production of the media. This is in addition to a local production facility for each institution handling the less comprehensive types of production. Such centralized, comprehensive production should include production of materials for all types of formats to be a packaged program with the content developed for transmission through a variety of channels or media.

Problem #5: The approach to media utilization which considers media as aids and assessories reflected by the tendency of instructors to test on lecture materials and text book and not include materials presented through media.

Suggestion #1: To include within testing apparatus the material content found in the media and to also develop or utilize study guides for the media materials used in class. Also involved is good planning and relevance of materials selected and utilized.

Suggestion #2: Include an evaluation specialist to assist in designing tests and evaluating materials.

Problem #6: Student use of media and the access to materials and facilities for media development and utilization by students.

Suggestion #1: Teachers should encourage students to develop projects and term reports utilizing media.

Suggestion #2: Media centers should be planned for possibility of student production and utilization of media.

Suggestion #2A: Further development of community-school library media centers giving access to media by students and by the community.

Suggestion #3: Problem of damage and loss during student use of media should include the possibilities of special insurance covering this.

Problem #7: Students should be more aware that media is a key part of the instruction and an "extension" of the instructor, and should be well informed of reasons and goals of media instruction--especially where total media instruction and audiotutorial situations are involved.

Suggestion #1: Media centers should be involved in training students in the utilization of media, especially as receivers of media, and training them in study skills for media as well as for skills in developing media.

Problem #8: The U.S. Armed Forces program seems to be very successful in developing media and using it in training programs; how can successful applications of this type be transferred to education, even considering the additional cost and facilities involved?

Suggestion #1: Some of the attributes of Armed Forces training programs to be looked at and possibly incorporated into education are the fast pacing, the maintenance of interest in the program, the variety of media and methods being utilized, an integration of several subjects into one presentation, and developing skills through simultaneous use of several media, or several channels, in this process. In the Armed Forces Program the participant sees his goals within a closer range--they are accomplished in a shorter period of time. There is also strong built-in motivation.

Problem #9: How to develop programs which will have wide acceptance and exchange between institutions involved in the same type of instruction.

Suggestion #1: A clearing house. Workshops where people having the same problems, same programs get together, such as the Hawaii Innovations Conference. Student and instructor exchange program so that students and instructors can see other schools, other programs in action and exchange ideas. Development of interchangeable short modules of key concepts in various subject areas as determined by the subject specialists cooperatively.

Suggestion #2: Produce such materials in a variety of formats using a variety of channels so that they can be selected according to abilities. Clearing House should include some method of dissemination of materials, previewing of materials, some way of advertising what is available and making it known. Perhaps involving something like a teacher assistance center in search and selection of media.

Problem #9A: The pacing structure, and operation of self-tutorial programs.

Suggestion #1: Facilities where students have access to self-selected and self-paced materials.

Suggestion #2: A minimum should be established for self-paced programs for the slowest possible pace, perhaps establishing this minimum through some type of motivation.

Problem #10: How do you evaluate self-paced materials; what sort of system--pass-fail, credit-no credit.

Suggestion #1: Set the minimum at a certain level, base evaluation on the level of performance standards; build-in motivation based on access to the next program.

Problem #11: How do you measure the capacities for learning of various individuals through different channels?

Suggestion #1: This sounds like marijuana, we don't know enough about it to be able to solve the problem.

Suggestion #2: "Push media on the street corner."

Sub-problem #11: This involves many factors such as the suitability of the media for the content, for the instructor, for the environment, as well as for the student's capabilities of learning through a certain channel.

Problem #12: Can we use the good and effective aspects of public media or commercial media to the benefit of the educational use of media, including such things as the polished presentations, the power of the media itself, advertisements, the typical effects of commercial media on the public such as the concentration on television, and the research information developed by advertising companies on public habits, viewing habits, preferences, etc. (i.e., motivational research)?

Problem #13: What is electronic media?

Suggestion: Any projected or audio recording and playback device, including equipment for the production and display of materials and such things as calculators and computers.

Suggestion #1: To look into the feasibility of greater utilization of computers as an integral part of instruction.

Suggestion #2: Get some of the experimental programs off the drawing board and into the public sector with reasonable cost, such as computers, video cassettes.

Suggestion #3: Use computers more to simulate situations, develop models, and for evaluation.

Suggestion #4: For the drawing boards: Create ready access through computer banks and through a terminal in each instructor's area for recalling any type of material available on a certain subject in any format--audio, video, printed material, etc.

Suggestion #5: Another suggestion for the drawing boards: Use practicing educators in the design of new instructional equipment.

Suggestion #6: A consumer's guide to provide information on the variety of models within various types of media for evaluation and selection.

Suggestion #7: Greater standardization among certain types of media equipment and material.

Suggestion #8: Maintain the personalization of media instruction by relevant designing by instructors for personalized approach by retaining or increasing contact between student and instructor through the advantages of media instruction and through tutorial efforts in which the teacher is released by media to do more personalized interaction with the student. In totally mediated courses some form of contact through writing or other means assuring the student that there is a live teacher at the other end should be accomplished. Media should involve the student so that it is an active participation rather than a passive one in learning.

ESTABLISHING MEANINGFUL ETHNIC STUDIES PROGRAMS

Coordinator : Norman Geschwind

Participants: Bernadine Alexander, A. Benevides, Kathy Dulios, Linda Engelberg, Nephi Georgi, Lucy Gay, Nobbin Kruse, Jerry Loveland, J. Abraham Pasadaba, James Harpstrite, Charlene Robello, Pamela Simmons, P. Veeravagu, Douglas Williamson, Jane Wilson, Carswell Ross.

Our discussion centered around three main issues, and generated several general problems relevant to ethnic studies programs.

Issue I: Why have ethnic studies programs?

A. Members of minority ethnic groups often find the history and traditions of their people ignored by the dominant culture's institutions. This situation often precipitates an identity crisis which only some recognition of one's own heritage can help alleviate.

B. Anyone who lives in a society with two or more ethnic groups needs to understand the history and the meaning of the encounter between ethnic groups. The movement to save Hawaii for the Hawaiians, for example, affects all ethnic groups in Hawaii.

C. Ethnic studies in a global perspective could shed light on what is peculiar and what is universal to encounter between minority groups and dominant cultures everywhere. Such studies may become crucial as communication increases among the communities of the world.

Issue II: Who would study and who would teach ethnic studies?

A. Students from a minority ethnic group who need to learn about their own heritage. Black studies programs, for example, have proliferated because Black history has been largely ignored by the white establishment.

   Perhaps at this level, a teacher of the same ethnic group as that under consideration might be necessary.

B. Students from the several ethnic groups in any society might together study the implications of their historical and social encounter in one society.

   For this sort of course, several teachers, representing some or all of the ethnic groups under discussion, may team-teach.

C. Foreign and domestic students may together explore the global implications of ethnic encounters.

   Here again, one might want several teachers to represent various ethnic groups; or one teacher with a cosmopolitan awareness might suffice.

Issue III: How might one establish ethnic studies programs?

A. One might utilize the various ethnic clubs in the area. At Leeward, one might consider the Hawaiian Club, the Filipino Club, etc. Why were they formed? What problems do they perceive?

B. Ethnic studies in Hawaii might be divided into the two general non-Western groupings to be found here: Polynesian and Oriental.

C. These programs might also explore similarities between minority groups around the world. What can one learn from ethnic encounters elsewhere?

These general questions emerged from our meeting which seem relevant to ethnic studies programs:

1. What happens to the non-English language spoken in the home of the child of immigrant parents?

2. To what extent do the values of each ethnic group overlap with those of the dominant culture?

3. How do stereotypes or images of ethnic groups originate?

4. What are the special problems of children whose parents come from different ethnic backgrounds? Is a pluralistic ethnic consciousness possible?

5. How can we teach ethnic studies without inflaming resentment, hatred, or guilt between groups? To paraphrase W. H. Auden, perhaps we must at least respect one another (as well as ourselves) or die.

DEVISING ADMINISTRATIVE STRUCTURES AND MEANS OF ACCOUNTABILITY WHICH MEET CURRENT NEEDS

Coordinator : Sinikka Hayasaka

Participants: William Bach, Blanche Brick, Elizabeth d'Argy, Leslie Munro, Allan Saunders, H. G. Stromberger, Doyle Williams, Saeu Scanlan, Marlene Kamei, Dr. Doris Wetters, Sister Mary Rosalie, Sister Consolata Scala, Dr. Jeanne Pezzoli, Dr. Shirley Trefz

An Expanded Concept of Administrative Accountability

We recognize that throughout the University System sincere efforts are made to improve communication. To this end we therefore make this plea for an expanded concept of administrative accountability.

A. Current Situation

By tradition administrative responsibility and accountability have been upward: no lower echelon talks and responds to the echelon above; policy originates from the top, and is passed down for implementation at the bottom, the level of instructional faculty.

The University System fits this pattern. Presently administrators in the University System are explicitly accountable only to their superiors. Such accountability in this case also includes indirectly a responsiveness to the political structures of the various countries and the state, and hence, a certain accountability to the general community. Only by this roundabout route are the administrators accountable to not only the community, but to the students and sometimes to the faculty.

B. Suggested Changes

Administrators should demonstrate a genuine accountability to their subordinates and to students as well as to their superiors. Such accountability should be reflected in the development of concrete evaluation and review procedures. That is, there should be developed procedures for evaluation of administrators by students, faculty, and their subordinate administrators.

Elements in the evaluation must be: (1) responsiveness --a sensitivity to faculty, to the community, to students, as well as to superiors; (2) administrative routine--ability to carry out the requisite paperwork, legal, and fiscal responsibilities, etc. The first, which is largely a product of intuition, can be enhanced by acceptance of the broader responsibility: the second can come from more direct training and experience.

An overriding prerequisite to faculty evaluation of administrators must be clearly defined job descriptions. Administrators, faculty, and students must know exactly what the administrators should be accountable for.

Granting that at least part of the administrator's job entails skills for which he can be trained, the University System must assume active responsibility for providing in-service training for those administrators who need or desire it.

C. Justification

We would have administrative responsibility and accountability redefined so that it ranged downward as well as upward and so that the instructors, through being heard, have more of an input in policy-making within the system. Under this definition, the administrator would not simply channel directives downward, but would represent his unit and act on its behalf with other administrators, in the legislature, etc. The administrator would not tell the teacher what or how to teach though he would still have a voice in setting up objectives. In doing this, he would listen to his faculty, blend ideas, extrapolate from diverse areas, etc. In other words, the administrator should be a facilitator in the learning process by helping a good faculty get the job done.

To implement such a redefinition functionally, there must be faculty evaluation of the administrator in order to balance administrative evaluation of the faculty.

As a result of such a redefinition, the administrators may expect more understanding and support. Those qualities which lead to divisiveness can be identified and remedial procedures undertaken; those which unite can be supported by the broader base represented by the faculty, thus to close ranks and strengthen united endeavor.

CHANGING TEACHER-ORIENTED INSTRUCTION INTO LEARNER-ORIENTED TEACHING

Coordinator: Victor Kobayashi, University of Hawaii, Professor of Educational Foundations

Participants:

Thelma Stromberger	LCC	Speech
Joe Hilbe	LCC	Law and Philosophy
Gerhard Fröhlich	LCC	German and English
Cheryl Fujita	MCC	Student
Andrew Yangco	LCC	Student
Arlynn S. Tomoso	MCC	Student
George D. White	UH	School of Nursing
Wayne Kuwaye	HCC	Student (from Hilo)
Norman Roberts	LCC	Grammar
Elaine White	LCC	Instructor, Human Development Counselor
Frances Andorka (Mrs.) Yoshikawa	UH	Japanese
Carilyn Ogawa	UH	Student Teacher

Dr. Victor Kobayashi opened the discussion by asking participants to state what they expect to discuss at the conference.

The student participants asked the following questions and made these statements:

1. Do teachers choose a teaching method because it is an easier one to use or because it is a better one?

2. What is a teacher? (One of the Japanese answers to this question: a teacher is a rice-eating dictionary.)

3. Why are we asked not to sign teacher evaluations?

4. If students become more comfortable with each other learning is easier.

5. Teachers need to communicate with students.

6. The English class I like best is the one in which we have a choice in how we can apply what we are learning. I chose Journalism and Man; it is a lot more fun to write for a newspaper for hundreds of people to read than to write for a teacher who will read what I have written for the purpose of giving me a grade.

PROBLEMS IDENTIFIED AND POINTS CONSIDERED BY THE GROUP:

1. Problem: How can instructors acquire credibility?

a. Students show some faith in an instructor just by attending his classes.

b. The first thing an instructor must be and encourage students to be is radically honest. For example, if the student feels like stating "This is nonsense" he should be free to do so.

c. Students at Michigan Medical School (some are very rich) hired secretaries to take notes for them during lectures. The professors objected but the students said professors were trying to make secretaries of them when what they, the students, wanted was to learn how to become doctors.

2. Problem: Many students (especially in community colleges) do not know what they want.

a. A student may not have a specific cognitive idea where he wants to be, but may, instead, have a general feeling there is something to be learned here although he is not sure what it is.

b. If a student knows what he wants he has fulfilled an important part of his educational process. He does not need a teacher, or if he does require a teacher the system's approach of input, process, and output may be sufficient to get him what he wants.

c. An instructor must listen in order to learn where the student is "at" now.

3. Problem: How can I communicate my enthusiasm for the subject I teach when only 2% of the students in the class relate to me and the subject I teach, and 98% could care less?

a. An instructor must know what discipline he is trying to help students learn. For example: Does he expect students to learn to appreciate art or bring out the artist in each student?

b. Just because a department is a philosophy department does not mean it is conducive to learning philosophy.

c. Although the instructor has worked hard the result of his hard work may be relevant to him only.

d. Sometimes teachers justify what they want to do instead of searching for relevance.

e. Good intentions are not enough. They prevent us from seeing it as it is. Students have no responsibility to accept something because the teacher has worked hard to implement it. We must listen and watch the effect of our good intentions.

f. If the instructor wishes to get the 98% of his students to share his enthusiasm he must become a salesman.

g. If we try to sell a viewpoint we confuse the student. If we nag him to accept a view or to speak up in class we reinforce his reluctance.

4. Problem: How can I get feedback in class or get the students to speak up?

   a. An instructor gets continuous feedback. It is linear and proceeds according to the loop method.

   b. There are many kinds of "speaking up", and instructors should not weigh the classroom in favor of only one kind.

   c. Instructors do get feedback--defiance, bored expressions, laughter--all of these are examples of feedback.

   d. Are we able to take into account cultural differences with respect to what we expect of students?

   e. A class should be organized in such a way that there is a place for every student--the talker, the doubter, the quiet one, etc.

   f. If we listen to all of the students who reinforce what we are saying and do not consider the student who is quiet the class divides into factions.

5. Problem: Politics and Power

   a. The politics of teaching is legitimized by the school.

   b. Instructors may use rhetoric which makes a student doubt what he wants to do.

   c. Political power weighs in favor of the instructor. Political power and grading power leads to alienation of the student and encourages him to "fake" what he cannot do.

   d. Teachers are expected by society to be the gate keeper of credentials. This role conflicts with teaching.

6. Problem: We do not know the answer to what is good teaching.

   a. Specifying behavior may not get at the problem of student-oriented learning.

   b. A program means we assume to know what is good teaching, but we do not.

   c. An instructor may confuse the student with professional jargon that seems to imply his methods are learner-oriented when really he is attempting to retain teacher-control.

   d. In some classrooms students are converted into consumers of the instructor's product.

7. Today we are questioning our conditions and training.

   a. One semester is too short a time in which to develop an interest and meaningful learning relationship with students. A two-year period is more satisfactory. If students want more than one semester, why not provide it?

b. The world is confusing: we are sitting in a hotel talking while elsewhere in the world there is poverty and need.

c. Much of what we are doing is harmful.

PERFORMANCE CONTRACTS AND OTHER ALTERNATIVES TO LECTURING

Coordinator: Jane Fukunaga

Participants: Clarice Cox, Ann Averill, Jim Wang, Kelvin Char, Fay Alailima, Barry Hill, Marvin Senter, Margaret Fong

CONTRACTS: Several people have used contracts in their courses and programs, some have met with failure and some with success. It has been used successfully in directed reading courses where the student designates his course of study and contracts for a grade in the course. In another program, the objectives and expectations are clearly defined and the student is assigned credits for his fulfillment of these requirements. Another arrangement is the Mastery arrangement whereby a student can during the semester fulfill his course requirements by fulfilling the requirements of the course in any way which is compatible to him. This arrangement accommodates for both pace and interest. Another interesting situation is done by audio-visual packets by which the student is given packets (in this particular situation English) of timely topics and can fulfill the requirements of these packets and therefore fulfill the course requirements. If anyone is interested in this approach contact Victor Pellagrino or Clarice Cox on Maui and at Honolulu respectively.

ALTERNATIVES TO LECTURING: One method is to devise a tutorial guidance system done by students or by instructors. Another method is to set up colloquia where students apply to head the committees. Also, another alternative is to petition for experience as credit--this not only involves academic experience but general "life" experiences. Simulations are an effective teaching method. For example, one instructor uses office simulations whereby the student interviews, works, receives token payments from the director and the instructor. Another method is the task force device whereby the students select the speakers on the subject and act as a task force. Another method is where the student makes up his own project and presents it to a class, leaving many alternatives to the student as to which mode he uses (oral, a.v., etc.) and the role of the teacher is to coordinate these efforts. Other methods discussed were role playing, small groups where one student acts as a chairman and another as a recorder and the roles rotate. The teacher suggested that the "authority figure" leave the room.

Books suggested for further reading:

Edward Rogers--MODERNIZATION OF EDUCATION
THE STUDENT AS A NIGGER
THE STUDENT'S SURVIVAL KIT
Also, it was suggested that we utilize the Innovations Institute at Sinclair Library.

ATTACHMENT 1

Precision Teaching and Other Alternatives to Lecturing in College Instruction[1]

J. Michael O'Malley[2]

The Roots of Reform

1. Lecturing to a large group of students is an inefficient way to communicate the content of instruction. The students learn relatively little during lectures that is not more quickly accessible in printed form and they retain even less. The demands placed upon an instructor to become the embodiment of an entertaining, audio visual aide are beyond the capabilities of the typical mortal who has been licensed to teach.

2. Class sizes are becoming larger as years pass and appropriations for education do not proportionately increase to relieve the strain.

3. Relevance in education is requested and often demanded by students, but instructors typically have no means apart from exhortation to convince students that participation in the course will be meaningful.

4. The potential for students to educate each other has become increasingly recognized; however, we typically have no effective means of utilizing peer - tutoring techniques.

5. Group discussions are acknowledged as a fruitful alternative to lecturing. Effective techniques to promote constructive utilization of the group process within the overall course design are nevertheless difficult to identify and utilize. Group discussions are for this reason often not made available to students as an important process by which new information may be acquired, available information may be exercised, or important problems may be solved.

6. Examinations and grading continue to plague instructors as undesirable, yet necessary means of attaining course objectives (after all, students wouldn't study if they weren't afraid of getting a low grade). A new mechanism for eliciting student participation and interest has been sought but generally seems unavailable.

7. Humanist-therapists among teachers decry the role-embedded and meaningless communication between instructor and student and touch the cord in most of us that desires an exchange of worn feelings for a new approach to personal relationships.

Mechanisms for Reform

1. A general increase in the sophistication of instructional theory and technology led to a recognition of specific techniques that promote learning.

a. Instructional objectives were formulated and reformulated in elementary and secondary education until someone developed the insight that objectives might be useful in college instruction.

b. Programmed instruction led to discussions of sequenced or hierarchical learning, unit learning, and small steps as general schemes for organizing course content.

c. Criterion-referenced tests were proposed as possible substitutes for norm-referenced tests.

d. Successful learning was recognized as being a real potential for all students given an adequately designed instructional program. Failure to learn was the result of inadequately designed instruction, not inadequately motivated or prepared students.

2. Techniques for behavioral principles, so effectively utilized with younger students, were suggested for use with college students.

3. Research in group discussion and problem solving procedures developed rapidly as training programs in industry explored various modes of instruction.

4. A shift in the responsibility for learning from the teacher to the learner for college students was recognized as a possibility when even elementary school teachers reported successful realization of this goal.

Characteristics of Prescriptive Teaching

1. A theoretical model is used to design instruction. Various models have been proposed, but most are based upon the one suggested by Glaser (1962), which involves the specification of objectives, entering behaviors of students, instructional approaches (methods and materials), and evaluation (designed for feedback as in a synchromechanism).

2. Instructional objectives are sequenced hierarchically and are clearly formulated and communicated to the student prior to the commencement of instruction. The student often has the option to select which among the several objectives he will work to attain.

3. The student knows how many course objectives he must achieve to obtain a specified course grade. He may sign a contract indicating his selection of objectives and his understanding that grades are contingent upon number of objectives achieved.

4. Differing entering behaviors are accounted for, since individuals with different abilities may proceed at a self-selected rate through the objectives and may take the mastery tests immediately if they are already competent in an area.

5. Instructional procedures are varied to include a variety of approaches, but emphasis is clearly upon active involvement in learning, as exemplified by interviewing with peers and group discussions. Lectures are reserved for use as advanced organizers, summaries, or as clarification of specific student questions. Individual projects are often used to further involve

students and usually stress active participation in the community rather than straight library research.

6. Students are given lists of readings that will enable them to attain their objectives and are encouraged, sometimes with a good deal of structure, to work individually or in groups.

7. Examinations are criterion-referenced and are taken when the student feels he has mastered the objectives for a unit. He may retake the examination as often as is necessary to achieve mastery-level performance, whereupon he proceeds to the next unit. The student generally receives immediate feedback on the examination.

8. The traditional definition of the instructor-student relationship is markedly altered in the direction of becoming cooperative partners in the process of inquiry rather than adversaries in the process of pedantics. The instructor is a facilitator of learning rather than a dispenser of correct answers. As one writer put it, this new relationship may be an "ego torpedo" to the instructor who needs to maintain an authoritarian identity.

Advantages of Interviewing

1. Dialogue is provided inside of class in which ideas and new learning are exercised and shared. In small group discussions, the new learning is applied to problem solving situations.

2. Peers rather than graduate proctors are the interviewers, leading to a more relaxed dialogue than would otherwise occur. The student determines for himself whether or not his response was correct.

3. Distributed practice is demanded and cramming is eliminated, thereby enhancing learning.

4. Opportunities are provided for overlearning, since the response is verbalized twice, once by the interviewee and then paraphrased by the interviewer.

5. Learning becomes active, thereby facilitating acquisition and retention.

6. The dialogue can be used by the interviewer to provide cues that enable the interviewee to remember important points, and can be meaningful and provide mediators if a story or personal experience is associated with it by the participants.

7. The probability is reduced by 1/2 of misinterpretation of material read in the text or of other assignments.

8. The instructor must use lectures as advanced organizers rather than simple repetitions of the book or expansive discussions of outside reading material (which could just as easily be assigned and interviewed).

9. The completion of questions from the text, the study guide, or instructor developed objectives is formally encouraged.

10. Providing the questions are designed to exercise higher level cognitive skills, the student will gain the ability to apply acquired information in a new context.

11. The feeling that "I studied all that for nothing" is eliminated, since the interviewee receives credit for exchanging ideas on the topic even through the specific question may not appear on the examination.

12. Students are encouraged to become familiar with each other rather than simply sit and never converse in class.

13. The affective gains that result from interviewing and small group discussions are often unmeasured but are quite real and very important to further learning. In a sense, the affective attainments become learning sets consisting of positive attitudes toward the material and the class.

Footnotes

1. This series of comments on prescriptive teaching was prepared for the session on "Performance Contracts and Other Alternatives to Lecturing" at the First Hawaii Innovations Institute sponsored by Leeward Community College of the University of Hawaii. The author served as Coordinator of this session. The theme of the institute was "Seeking Imaginative Solutions for the Educational Problems of Today and Tomorrow." The institute was held during February, 1972 in Honolulu, Hawaii.

2. The author is a Ph.D. in Psychology (George Peabody College for Teachers, 1969) and is currently Assistant Researcher, Education Research and Development Center, and Assistant Professor, Department of Educational Psychology, University of Hawaii.

Selected Bibliography

De Angelo, L., & Shuell, T. J. Individualization of instruction in large college classes. In T. J. Shuell (Chm.), The teaching of psychology: Adapting the learning environment to the learner through the application of psychological principles. Symposium presented at the meeting of the American Psychological Association, Washington, D.C., September, 1971.

De Lay, D. H., & Nyberg, D. If your school stinks, CRAM it. Phi Delta Kappan, 1970, 50, 310-312.

Edwards, R. Lectures, tutorials, and seminars. Learning and Development, 1971, 3(2).

Ferster, C. B. Individualized instruction in a large introductory psychology course. Psychological Record, 1968, 18, 521-532.

Francis, J. B. Relevance in college learning: A psychological interpretation. In T. J. Shuell (Chm.), The teaching of psychology: Adapting the learning environment to the learner through the application of psychological principles. Symposium presented at the meeting of the American Psychological Association, Washington, D. C., September, 1971

Gentile, J. R. Educational psychology principles applied to educational psychology courses. In T. J. Shuell (Chm.), The teaching of psychology: Adapting the learning environment to the learner through the application of psychological principles. Symposium presented at the meeting of the American Psychological Association, Washington, D. C., September, 1971.

Glaser, R. Psychology and instructional technology. In R. Glaser (Ed.), Training research and education. Pittsburgh: University of Pittsburgh Press, 1962.

Goldschmid, M. L. The learning cell: An instructional innovation. Learning and Development, 1971, 2(5).

Johnston, J. M., & Pennybacker, H. S. A behavioral approach to college teaching. American Psychologist, 1971, 26, 219-244.

Keller, F. S. Goodbye, teacher... Journal of Applied Behavior Analysis. 1968, 1, 79-89.

Maier, N. R. F. Innovation in education. American Psychologist, 1971, 26, 722-725.

O'Malley, J. M. Syllabus for Educational Foundations (Ed EP 311) at the University of Hawaii. Appendix to R. F. Biehler, Psychology applied to teaching: Instructor's Manual. Boston: Houghton Mifflin, 1971.

Treffinger, D. J., & Davis, J. K. Instructional innovation in educational psychology: A search for "relevance". Educational Psychologist. In press.

ATTACHMENT 2

Ed EP 416 Tests and Measurements
J. M. O'Malley
Spring, 1972

Procedures

Catalog Description. Theory and techniques of measurement and evaluation in education, including supervised experience in instrument development ana analysis.

General Information. The goals of this course are for the student to (a) write specific course objectives, develop a plan for testing, and prepare tests of various kinds to evaluate the course objectives; (b) apply statistical concepts to the analysis of tests; (c) demonstrate the use of norms and units of measurement; (d) describe the qualities desired in any measurement instrument; (e) describe generally the scope and nature of standardized tests of ability, aptitude, interests, and personality; (f) describe generally the planning of a school testing program; and (g) describe generally the use of tests in vocational guidance and personnel selection. The methods used in this class to attain the goal will consist of lecture-discussions, interviews, small group discussions, readings, and written assignments.

Lecture Discussions. Lecture discussions will be given on various days following the completion of interviews or small group meetings.

Interviews. Interviews will generally be conducted on specified days of each week and consist of making an oral presentation to another student in which the interviewee recites from memory the answer to selected questions from the texts. Interviewing procedures are outlined in detail on page 3 of this syllabus, and a form for recording the completion of interviews is provided on page 6. The opportunity to interview is contingent upon having completed and handed in a brief set of written answers to the questions on which you will interview for that day, whether the questions are from Thorndike or from Collins.

Small Group Discussions. On specified days, small group discussions will be conducted. Students will assign themselves to small groups of five or six on the basis of shared interests, e.g., the grade level you intend to teach. The topics of discussion will be selected by the group from the exercises in the text or from other issues that arise during the progress of the semester.

Readings. The texts for the course are the primary sources of assigned readings. Other readings recommended in the text and mentioned occasionally in class are for the most part available in Hamilton and Sinclair Libraries.

Written Assignments. Students will write a test Blueprint, including a

list of objectives, a plan for testing, and a test of the objectives. A second assignment will consist of Collins exercises 18-21.

Grades. The course grade (based on 100 pts.) will be determined from a combination of test performance (50 pts.), completion of interviews (36 pts.), participation in small group discussions (4 pts.), and completion of written assignments (10 pts.).

The examinations will be non-cumulative and will for the most part be short answer essay questions that resemble the exercises in the texts. The examinations are graded solely for accuracy of response relative to a predetermined standard, not relative to another student's answers. That is, the exam scores will reflect mastery of the subject matter, not relative standing in the class hierarchy.

Points for interviews are recorded by the interviewer on the "Interview Record Form" (p. 6 of this syllabus). On the form are columns for the chapter numbers and a variety of information concerning the interviews. The Record Form accounts for 40% of your grade (Interviews 36 pts., Small Group 4 pts.) and must be handed in at the end of the semester. The "Points Assigned" for each chapter will be accumulated toward the total score only if the interviewer's name appears in the corresponding space.

Final grades will probably be assigned as follows: A = 91 - 100%, B = 81 - 90%, C = 71 - 80%, D = 61 - 70%, F = 0 - 60%.

Alternative Procedures. The procedure listed above under "Interviews," "Lecture-Discussions," and "Small Group Discussions" is the first of three alternative procedures for completing the course requirements. The second involves being responsible for lecture-discussions, small group discussions, and interviewing, but not being responsible on each interview for a written set of answers. The third alternative involves not being responsible for the answers, for the interviews, for participating in small group discussions, and for attending lecture-discussions.

Whichever of the three approaches to taking the course you select, you must notify the instructor of your choice no later than February 1. Regardless of your choice, you must complete the four examinations and the two "written assignments." You will be graded only on those aspects of the course for which you have elected to be responsible. For example, the grade for option three will be determined from the percentages, indicated under "Grades," of 60 points. Since there are more options to obtain points in the first alternative, however, and the points for interviews and small groups are granted for participation rather than quality of performance, it is increasingly more difficult to attain a high percentage of points under the second and third alternatives. Thus, only students with greater motivation or ability should select the alternatives that entail greater freedom.

Interviewing Procedures

The procedures that follow are designed to give structure to the interview, remove uncertainty, and alleviate uneasiness. The procedures are patterned after activities recommended to provide a pleasant learning

environment in peer tutoring. Feel free to reject any of these procedures except No. 6 if you prefer a different method of interviewing.

1. Find one person with whom you will interview for each chapter. You must interview with a different person on each subsequent chapter, but must locate the same person if you wish to complete exercises in any chapter on which you needed more work.

2. Decide upon a reasonable manner to determine who will first interview whom, e.g., flip a coin.

3. Complete the interview inside the classroom, switching roles as interviewer and interviewee on each question.

4. The interviewer should request the answer to one exercise at a time and

   a. be polite and considerate to the interviewee.

   b. be warm and congratulate the interviewee when you feel he has answered correctly, then attempt to paraphrase what he has said, and advance to the next question.

   c. by either question or comment, give a cue when you feel the interviewee has answered incompletely or incorrectly. For example, you might say, "I don't understand what you meant when you said..." When you are satisfied a reasonably correct answer has been given, attempt to paraphrase the interviewee's response, then advance to the next question.

   d. tell the interviewee the complete correct answer if out of either uncertainty or lack of knowledge he makes no attempt to answer, then ask him to paraphrase the answer you presented.

   e. upon completion, review any objectives on which the interviewee gave an incomplete or incorrect answer.

   f. politely request interviewees who are quite obviously unprepared, i.e., those who are unable to attempt an answer on two successive objectives, to be the interviewer so you can get the benefit of rehearsing your own answers. Do not embarrass your interviewer by attempting to answer questions for which you are totally unprepared. You can always complete the interview later. On the other hand, do not embarrass your interviewee by evaluating his answers severely. Your principal role as interviewer is to provide corrective feedback and to facilitate learning, not to condemn for a good but incorrect attempt to respond.

5. Use the "Interview Record Form" to record information regarding your completion of assignments. The Record Form can be found on page 6 of this syllabus on the interviewee's Form to indicate his completion of the assignment.

6. Note that to receive credit for the interview, the interviewee must

answer correctly 80% of the questions asked of him. Mutual agreement between the interviewer and the interviewee is the criterion for whether or not the answer was provided correctly. Disputes over correct answers may be resolved by any third party, including the instructor.

Reading Assignments

Thorndike, R. L., & Hagen, E. Measurement and evaluation in psychology and education. 3rd ed. New York: John Wiley, 1969.

Collins, H. W., Johansen, J. H. & Johnson, J. A. Educational measurement and evaluation. Glenview, Ill.: Scott, Foresman

Week	Dates	Thorndike Chapter	Collins Chapter	Thorndike Interview	Thorndike Discussion	Collins Interview
1	1/24 - 1/28	1		7-9		
		2		2, 4		
2	1/31 - 2/4	5	1			1-14
3	2/7 - 2/11	(5)		4-10		
4	2/14 - 2/18	3	3	1-3, 5-6, 8-9		
5	2/21 - 2/25	4	(3)	1, 3, 6, 10, 11		23-38
6[a,b]	2/28 - 3/3					
7	3/6 - 3/10	6		2, 7, 10-13		
		7		2, 4, 8, 10		
8[c]	3/13 - 3/17	8		2-4		
		9	2	2, 7, 11-14		15-22
9	3/20 - 3/24	10		1, 3, 6-10	11	
		11		1-7, 10-11, 13		
10	3/27 - 3/31	12		1-6, 8, 12, 14	7	
		13		1, 4-6, 10-12	7, 14	
11	4/3 - 4/7	Spring Recess				
12	4/10 - 4/14	14		1-3, 6-7, 9-10	5-7	
		15		1-4, 8-10		
13	4/17 - 4/21	16		1, 3, 6, 8, 10-12	2	
		17	4	1-3, 7-13	4, 14	39-40
14	4/24 - 4/28	18		1-2, 8-10	3, 6, 7	
		19		2-9	10	
15	5/1 - 5/5					
16	5/8 - 5/12					

Assignments

a. Prepare 5 copies of 10 multiple choice items and 5 short answer essay items from your Blueprint for small group discussion on 2/29.
b. Test Blueprint due 3/2. See p. 72f Q 1-3, p. 130 Q 11.
c. Collins exercises 18-21 due 3/16.

Office Hours

T, Th 11:00 - 12:00, Wist Annex 2, Rm. 125B, 944-8903

Supplementary Readings

Texts

Block, J. H. Mastery learning: Theory and practice. New York: Holt, Rinehart & Winston, 1971. (LB1051/M316)

Most tests and measurements texts, such as Thorndike, treat mastery learning only briefly (e.g., p. 48), but the topic is actually quite important and in fact is in part the foundation for the design of the course you are taking here.

Granlund, N. E. Stating behavioral objectives for classroom instruction. New York: Macmillan, 1970. (LB1027/G746)

If in reading Chapters 3 or 4, you have difficulty understanding the use of the term "behavioral objective," this book will help provide clarification.

Granlund, N. E. Measurement and evaluation in teaching. 2nd ed., New York: Macmillan, 1971. (LB3051/G74)

You may find it useful to read an introductory text in tests and measurements written by a second author, particularly when there are sections of Thorndike that seem confusing to you.

Jackson, D. N., & Messick, (Eds.), Problems in human assessment. New York: McGraw-Hill, 1967. (BF 39/J3)

A text for the student who wishes to pursue the area of tests and measurement beyond an introduction, such as is provided in this course.

Tests (to be used in completing Collins Exercises 18-22)

Durrell Listening-Reading Series. Primary Level Form DE. Specimen Set. New York: Harcourt, Brace & World, 1969.

Large-Thorndike Intelligence Tests. Rev. ed. Specimen Set. New York: Houghton-Mifflin, 1962.

School and College Ability Tests (SCAT). Specimen Set. Princeton, N.J.: Educational Testing Service, 1967.

Interview Record Form

Name: _____

Week	Date	Thorndike Chapter	Collins Chapter	Exercises Assigned	Points Assigned	Interviewer's Name	Activities*
1	1/25					XXXXXXX	L
	1/27	1,2		5	2		L + I
2	2/1					XXXXXXX	L
	2/3		1	14	2		I
3	2/8	5		7	2		L + I
	2/10					XXXXXXX	Exam
4	2/15					XXXXXXX	L
	2/17	3		7	2		L + I
5	2/22	4		5		XXXXXXX	L
	2/24		3	16	2		I
6	2/29				1		G
	3/2					XXXXXXX	Exam
7	3/7	6		6	2		I + L
	3/9	7		4	2		I + L
8	3/14	8		3	2		I + L
	3/16	9	2	6 + 8	2		I
9	3/21	10, 11		17	2		I + L
	3/23					XXXXXXX	Exam
10	3/28	12		9	2 + 1		I + G
	3/30	13		7	2 + 1		I + G
11	Spring Recess						
12	4/11	14		7	2 + 1		I + G
	4/13	15		7	2 + 1		I + G
13	4/18	16		7	2 + 1		I + G
	4/20	17	4	10 + 2	2 + 1	XXXXXXX	L
14	4/25	18		5	2 + 1		I + G
	4/27	19		8	2 + 1		I + G
15	5/2						I + G
	5/4					XXXXXXX	L

* L = Lecture; I = Interview; G = Group discussion

ATTACHMENT 3

Student/Instructor Performance Contract
Jack D'Arcy
Speech 145 - Spring, 1972

Student's Name _____ Section ____ Days ____ Time ____ Bldg. ____

Local Address _____

Social Security No. _____ Phone _____

Reserve Performance Time on Schedule Sheets

M.W.	6:00-7:20pm + 7:30-8:50pm	LA-111
T.Th.	8:00-9:20am + 9:30-10:50am	LA-111
T.Th.	1:30-2:50pm	LA-106

Individual Conferences - Room LA-206 Phone 4550-333

M.W.	3:00-4:00pm	T.	11:00-1:30pm
Th.	11:00-1:30pm	F.	By appointment

Course Description: Techniques of oral communication; analysis of individual strengths and weaknesses, management of ideas in formative and persuasive speaking--their conception, development, organization, oral presentation, and evaluation.

Grading: C, B, A as indicated on the contract. N (Incomplete) if C level is not attained by the last day of the semester.

Attendance: As often as necessary to plan, practice and perform acceptably.

Options: Credit by Examination! Early completion to grade level desired! Community-location performance! Interdisciplinary performance and Independent Study Contracts (available after A grade level is attained).

The Speech "Game": State-Support-Restate the Speech "Aim" - To gain increasingly favorable responses to speech-communication behaviors!

Speech Preparation Steps:

1. Plan, practice, and gain at least one evaluation from a classmate or other prior to scheduling a grade-level performance. Write self-evaluation based on Statement-Support-Restatement as indicated on evaluation form.
2. Work for at least acceptable ratings in most of the objectives prior to scheduling a grade-level performance.
3. Consult the instructor regarding learning materials designed to up-grade specific speech-communication abilities.
4. Get the instructor's permission to schedule a grade-level performance.
5. Use the "workshop" portion of class periods as needed to up-grade performance abilities.
6. Talk through your speech with a classmate or other and practice, practice, practice for each grade-level performance.
7. Be joyful!

Student's Name _____

Performance - Model, Recommendations, and Records

C Level Performance - Speech (6-8 minutes)

Interview

*State **Support ***Review Support & Restate

*State (1/2 minute) Say something like this: After talking with John, I couldn't help but feel that he will be an excellent executive secretary (because) he has the necessary 1. personality traits, 2. educational background, and 3. job experience.

**Support (5 minutes) Say something like this: (1-2 minutes) In terms of 1. personality traits John . . . . . .
(1-2 minutes) In addition to these important personality traits, John has 2. an educational background including . . . . . .
(1-2 minutes) John has not only the personality traits and educational background to excel as an executive secretary but he has 3. job experience including . . . . . .

***Review Support & Restate (1 - 1-1/2 minutes) Say something like this: In view of John's 1. personality traits, 2. educational background, and 3. job experience, I feel that I can safely say that he will be an excellent executive secretary.

Use small note cards! Don't read word for word! Be joyful! The instructor is on your side!

Recommendations:

_____

_____

_____

_____

_____

C. Level Attained Date _____ Instructor _____

Student _____

B. State-Support-Review Support & Restate your own subject. Use a variation of C level model as above. 8 minutes!

Level Attained Date _____ Instructor _____

Student _____

A. State-Support-Review Support & Restate your own subject. Use variation of C level model as above. 10 minutes!

Level Attained Date _____ Instructor _____

Student _____

Speech 145
J. D'Arcy

PERFORMANCE EVALUATION & PERFORMER'S RESPONSE

Sec. _____ Days _____ Time _____ Bldg. _____ Room _____

Performer's Name _____ Evaluator's Name _____

Goal: The student will gain increasingly favorable responses to positive behaviors in successive speech-communication performances.

Objectives: _1_ Developing _2_ Acceptable _3_ Effective _4_ Excelling

_X_ Not applicable - Content 8-13
Standard Speech Usage 20-21

___ 1. Approaches the performance location appropriately

___ 2. Pauses and recognizes audience before speaking

___ 3. Establishes a posture consistent with performance style.

___ 4. Moves freely to aid communication

___ 5. Speaks so all in audience can hear

___ 6. Avoids self-deflating statements

___ 7. Maintains appropriate eye-contact

___ 8. States a personal conviction sufficiently limited and clearly explained. Briefly, what is it? _____
_____
_____

___ 9. Supports statement sufficiently. How? Note types of support.
_____
_____

___10. Reviews support and restates personal conviction

___11. Provides a relevant/meaningful message

___12. Gains relatively-high agreement with statement of personal conviction

___13. Gives the general impression of having prepared and performed well

___14. Manages arms and hands to aid communication

___15. Controls legs and feet avoiding distraction

___16. Avoids fade out of word and thought unit endings

___17. Stresses meaningfully

___18. Maintains vocal strength throughout

___19. Pauses for audience absorption of message

___20. Avoids overuse of localized or non-standard speech. List distorted words and circle distorted portions.
_____ _____ _____
_____ _____ _____

___21. Avoids repetitious ah, anna, anda, you know, da kine, like that, etc. Note particular repetitions. _____ _____

___22. Projects a sense of vitality and urgency

___23. Maintains an appropriate rate of speaking

___24. Keeps reasonably within performance time limits

___25. Evaluator's recommendations:
_____

Performer's Response to Evaluation

1. Make a statement of personal conviction regarding your performance abilities.

2. Support your statement.

3. Review support and restate personal conviction.

Speech 145
J. D'Arcy

PERFORMANCE SCHEDULE

Section_____ Bldg._____ Room_____

Day_____ Date_____Time_____

Performers:	Instructors Signature and/or Comments
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
_____	_____
_____	_____
_____	_____

RESERVE BOOK LIST

Instructor's Name Jack C. D'Arcy Campus Phone _____

Course Name and Number Speech 145

Expected No. of students in class _____ Semester _____ Year _____

Reference No.	Call No.	Author	Title	Loan Period
1.	Personal	Mayer, Lyle V.	Fundamentals of Voice and Diction	2 hrs.
2.	Personal	Monroe	Principles of Speech Communication	2 hrs.
3.	Personal	Oliver, Robert	Effective Speech	2 hrs.
4.	Personal	Crandell, S. J.	Speech - A Course in Fundamentals	2 hrs.
5.	Personal	Baird, A. Craig	Essentials of General Speech	2 hrs.
6.	Personal	Gilman, W. E.	An Introduction to Speaking	2 hrs.
7.	Personal	Green, J. H.	Speak to Me	2 hrs.
8.	Personal	Barnes, H. G.	Speech Fundamentals	2 hrs.
9.	Personal	Jennings, C. B.	Consider Your Words	2 hrs.
10.	Personal	Auer, J.	Brigance's Speech Communication	2 hrs.
11.	Personal	Reid, R.F.	Introcution to Field of Speech	2 hrs.
12.	Personal	Linkugel, W. A.	A Time to Speak Prepared Speech	2 hrs.
13.	PN4121 A32 1970	Abernathy, Elton	Fundamentals of Speech.	2 hrs.

Instructor's Name Jack D'Arcy Campus Phone _____

Course Name and Number Speech 145

Expected No. of students in class _____ Semester _____ Year _____

Reference No.	Call No.	Author	Title	Loan Period
14.	PN4145 A39 1963	Aggertt, Otid J.	Communicative Reading	2 hrs.
15.	PN4121 A66 1960	Andersch, Elizabeth	Speech for Everyday Use	2 hrs.
16.	PN4121 A664	Andersen, Martin	The Speaker and His Audience	2 hrs.
17.	PN4121 B3555 1968	Barrett, Harold	Practical Methods in Speech	2 hrs.
18.	PN4121 B448	Bettinghaus, Erwin	Message Preparation	2 hrs.
19.	PN4121 B63	Braden, Waldo	Speech Practices	2 hrs.
20.	PN4121 B7139 1961 2c.	Brigance, William	Speech: its Techniques and disciplines in a Free Society	2 hrs.
21.	PN4121 B715 1953	Brigance, William	Speech Composition	2 hrs.
22.	PN4121 B722	Bronstein, Authur	Your Speech and Voice	2 hrs.
23.	PN4121 E4 1964	Eiseson, John	Basic Speech	2 hrs.
24.	PN4121 E46	Ellings- worth, H.	Speech and Social Action	2 hrs.
25.	PN4145 G37	Geeting, Baxter	Interpretation for Our Time	2 hrs.

RESERVE BOOK LIST

Instructor's Name Jack C. D'Arcy Campus Phone _____

Course Name and Number Speech 145

Expected No. of Students in Class _____ Semester _____ Year _____

Reference No.	Call No.	Author	Title	Loan Period
26	PN4121 G464 1964	Gilman, Wilbur	The Fundamental of Speaking	2 hrs.
27.	PN4121 G57	Gondin, William	The Art of Speaking Made Simple	2 hrs.
28.	PN4145 G7	Grimes, Wilma	Interpretation; Writer, Reader, Audience	2 hrs.
29.	PN4121 H3484	Henning, James	Improving Oral Communication	2 hrs.
30.	PN4076 K5	Klopf, Donald	Individual Speaking Contests	2 hrs.
31.	PN4121 M16	McAuley, Jack	Speech: the Essential Element	2 hrs.
32.	PN4121 M176	McCabe, Bernard	Speaking is a Practical Matter	2 hrs.
33.	PN4121 M555	Micken, Ralph	Speaking for Results	2 hrs.
34.	PN4121 M73 1962	Mulgrane, Dorothy	Speech: a Handbook of Voice Training, Diction, and Public Speaking	2 hrs.
35.	PN4121 M799	Murray, Elwood	Speech: Science-Art	2 hrs.
36.	PN4121 M23	Nadeau, Ray	A Basic Rhetoric of Speech Communication	2 hrs.
37.	PN4145 P35 1966	Parrish, Wayland	Reading Aloud	2 hrs.
38.	PN4091 R6 1968	Robb, Mary	Oral Interpretation of Literature in American Colleges and Universities	2 hrs.

RESERVE BOOK LIST

Instructor's Name _____ Campus Phone _____

Course Name and Number _____

Expected No. of students in class _____ Semester _____ Year _____

Reference No.	Call No.	Author	Title	Loan Period
39.	PN4121 S27 1966	Sarett, Lew	Basic Principles of Speech	2 hrs.
40.	PN4145 S55	Smith, Joseph	Skill in Reading Aloud	2 hrs.
41.	PN4145 W6 1968	Woolbert, Charles	The Art of Interpretative Speech	2 hrs.

Additional Resources managed by:

1. Library Aids
2. Media Aids
3. Voice & Diction Tapes

FOREIGN TRAVEL AND EXPERIENCE AS AN ALTERNATIVE TO CLASSES IN FOREIGN LANGUAGES

Coordinators: Gerhard Fröhlich, Henri Niedzielski

Participants: Peter Adler, Bela Andorka, Frances Andorka, Paul Baltis, Alaric Benevides, Helen Chow, Ronald Daniels, Kathy Dulios, Lauren Ekroth, Jacqueline Fochtman, Cheryl Fujita, Robert Hicks, Kit Lau, Antoinette Lerond, Ernest Libarios, Jerry Loveland, Antonina Preston, Charlene Robello, Carol Stuebe Ralph Vares, P. Veeravagu, Jim Wang, Theodore Woodin

The group was homogeneous in that all members had traveled or wanted to travel, and wanted to learn more about its advantages in comparison to the traditional foreign language learning approaches.

Henri Niedzielski supplied literature on the subject and told of the imminent publication of the handbook Situations Overseas.

Preparation

It was agreed that the traditional language instruction suffers from limitations, and that a stay in a foreign environment would be quite superior. Moreover, the traditional approach is lacking as a preparation for emersion in a foreign culture since knowledge of the history and politics of the target culture as well as emotional buttressing are just as important for the new foreigner as knowledge of the necessary language. In regard to language learning, teachers must be native speakers having successfully adjusted to U.S. students. In fact, should any element of preparation be cited as indispensable, it would be the emotional buttressing. (An interesting suggestion was made that Americans, underexposed to groups other than their own, might preview culture shock by visiting American sub-cultures: those of foreign ethnocentricity, or of very different economic levels.)

Choice of participants must also be refined. Emotional stability is vital. One indicator of emotional stability is the clubs and groups one chooses. Persons seek their own kind. Another means of predicting success in intercultural relations is the person's history of cultural experience (his own or that of other cultures, or both).

In lectures the students can be warned. In labs they can discuss and be caused to discover differences ahead of time (food, gestures, etc.) "Help them find similarities, for they can build a happy planet."

Purpose

The purpose was deemed two-fold. It is the best means of implementing both cross-cultural communication and personal development. (As one learns about one's own language by studying another, so does one learn about oneself and one's culture by studying another.)

One must find out what one is and why a language is taught. (This is in the language teachers' minds and therefore in their students'.) One must learn to see things not through the eyes of a specialist but through the eyes of the man in the street.

Evaluation

While a less structured program will avoid the "little American ghetto" that plagues most programs, it is harder to evaluate in terms of college credit. In addition to exams, diaries and in-field examinations were suggested. Upon arrival in the new country, the student would receive a list of projects and three weeks to choose one. The course objective might be to become accepted as a human being, not as an observer.

Conclusion

The students, educators and laymen who participated in this group share a sense of accomplishment, because they came to an agreement on the shortcomings of the traditional foreign language requirement and on the promises inherent in travel and experience abroad.

The general consensus is that foreign language learning is necessary to understand a foreign people and culture but that living (not just traveling as a tourist) in a foreign country is essential to experience a foreign culture.

METHODS OF IMPROVING RELATIONS BETWEEN THE COMMUNITY AND THE COLLEGE

Coordinator: Dr. Ralph Miwa

Participants:

Joyce Tsunoda	Leeward Community College, Discussion Facilitator & Recorder
Frances Andorka	Pasadena Community College
B. J. Andorka	Pasadena Community College
Edward Colozzi	Manhattan Community College
Marvin Reese	Leeward Community College
Lucy Gay	Leeward Community College
J. Abraham Pasadaba	Model Cities-Social Services-U.H.
Ronald Daniels	Maui Community College
James (Pat) Irish	Hawaii Loa College
Robert S. Sweeney	Hawaii Community College
Ernie Mina	University of Hawaii, Manoa
Norman Rian	Leeward Community College
Marvin Leach	University of Hawaii, Manoa
Thelma Stromberger	Leeward Community College
Amalu Vasold	University of Hawaii, Manoa
Sinikka Hayasaka	Leeward Community College
Leslie Munro	Leeward Community College
Carilyn Ogawa	University of Hawaii, Manoa

I. Setting the basis of discussion.

A. The discussion title, "Methods of Improving Relations Between the Community and the College" pre-supposes two things:

1. that there is a real entity called "community" around a college--an entity that has certain tangible parameters such as geographic boundary.

2. that there is a need for <u>improving</u> relationship (assuming further that there already exists some type of relationship between the "community" and the college.)

Are these assumptions valid?
Perhaps the discussion should start by trying to reach some kind of consensus about the <u>definition</u> of the word "community", and then proceed to the question of the college's role in fostering community-college relationship.

B. Defining the term "community".

1. Community can be defined from the following points of view, each being equally valid:

a. Geographic boundaries: for example, the commonly accepted geographic boundaries for Leeward Community College are Red Hill to Nanakuli to Kahuku. This type of geographic boundary designation becomes fuzzy for metropolitan schools such as Kapiolani and Honolulu Community Colleges.

b. Target group needs: for example, the 18-year olds in the Leeward area who want to begin their college education; or in Manhattan CC, located right in Times Square, its "community" includes students who come from areas 5 to 10 miles away, such as Bronx and Brooklyn, and their families; and the business community located adjacent to the college. A community college must be able to relate to both groups.

c. Constituency interest: There is a tendency to confuse "community" with "constituency interest", particularly where regionally located community colleges are concerned. For example, we find some State legislators coming from a certain district speaking in behalf of the college located in their district, and the college identifying itself with these representatives and senators. Is this what we mean by community? Where is the discernible difference between the community around Leeward Community College and that around Kapiolani Community College? Are we not assuming that "community" is equal to 'constituency interest?"

2. We can also define "community" from the standpoint of different "levels of understanding" which can be viewed as concentric circles representing various gradations of relationship--from the smallest circle of personal, grass-roots type of relationship to wider regional, statewide, nationwide, and even to worldwide relationships.

   a. There is a special danger in not reaching the grass-roots level needs, if we spread the circle too wide in our effort. We may lose the intimate contacts with the immediate needs of the "little man" in his own backyard. Hawaii's community colleges in the immediate future need to be more concerned about reaching the grass-roots in a more intimate way before expanding our scope of operation and concern too far.

   b. "Community" means different things to different people. We must recognize and acknowledge this difference.

   c. It was the general consensus of the group that it is the purpose of community colleges to look at the smallest of the "concentric circles", i.e., to bring the local community to the college and at the same time bring the college to the local community. We must remember to do this without losing touch with the largest of the concentric circles.

II. Problems in setting up effective college-community relationships.

A. Community apathy: there is the problem of general apathy among the "ordinary people" of the community about the college in its locale. This apathy could very well be lack of interest due to

lack of information about the institution.

When Leeward Community College first opened its doors in Pearl City, there was a general, wide-spread feeling of enthusiasm and interest expressed toward the college. This interest, although not completely lost, seems to be waning four years later. Was the initial interest attributed to the novelty of having a college in the community? Is it possible that the parents in the Leeward area see the college as a good place to send their post-high school youngsters, but see in the college little or nothing of direct relevance to themselves or to other adult citizens? If the latter is true, Leeward Community College has a lot of lost ground to cover!

B. College (faculty, administration, student) apathy.

Someone once said that no matter how noble its philosophical basis may be, a college is a self-serving institution. Traditions are hard to break, people's attitudes are slow to change. Under the pressure of trying to fulfill the so-called "normal and traditional" functions of the teaching institution, particularly under stress of economic limitations and unexpectedly large student enrollment, the college may have allowed the community service portion of its philosophy to take a backseat, low priority rating.

C. Where there has been limited efforts to serve the community needs, this has been done in a disjointed and uncoordinated manner. There have been little or no follow-up studies made.

Too often the college reacts to and responds to specific and frequently crisis type of community need.

At present our experience has been that community demands initiated the relationship rather than the college initiating the relationship. It's been a one-way proposition.

Faculty and administrative staff, and students too, should go out regularly into the community and get to know it, then systematically study and research the needs, and establish priorities accordingly.

D. Lack of coordinated and organized program or master plan for community service within the University system.

E. Where there is some provision for community service, this effort is not articulated with the community.

Community has problems and look to the college for help, but don't know where to and how to plug in!

F. Lack of financial resources. This may be a problem of not setting proper budgetary priorities, or simply lack of imagination and the entrepreneural spirit.

G. Faculty interest in community service is there, but no effort has been made to (a) provide adequate time, (b) encourage and reward, and (c) coordinate individual's efforts. "Do-goodism" and the

"Aloha Spirit" can only go so far.

There is a need for recognizing community service as an integral part of the community college faculty's workload.

Under the present system of administration in the community colleges no provisions are made to accommodate and include community service as normal part of faculty workload, just as research at a 4-year institution is included in the workload assignment.

H. Within the college, there is a lack of "effective rescuers", i.e., a person who knows where the resources are, how to organize the available resources, how to deliver these resources, and how to maintain this type of services on an <u>on-going basis</u> as an integral part of the college's organization.

I. There is a need for two-way, reciprocal, person-to-person type of relationship between the college personnel and the "little man" in the community.

Too often the college's effort to help comes in the form of a one-shot lecture presentation, or cold information posted on community center bulletin boards. What is missing is the personal touch and follow-up efforts! (<u>Note</u>: this comment came from a quiet but very concerned Filipino gentleman who has been very active in the community dealing with the disadvantaged persons.)

There is a need for individual faculty and administrative personnel to get into the community, join community organizations, and get rid of that image of academic stereotype!

There is something wrong with the way we are now presenting ourselves to the community.

J. There is need to formulate different kinds of delivery systems. Classroom lecture/discussion and other traditional teaching methods may not work in the real world outside.

Some faculty members are successfully tying in what he/she is teaching with community service. Some courses are more adaptable to this type of innovative approach than others.

Cooperative education is a good way to include community in instruction. It is a "creative exploitation" of the community and its resources for the mutual benefit of community, students and the instructor. Manhattan Community College has a very successful program of Cooperative Education in operation.

Perhaps the College Workstudy Program could be moved from clerical type of help to paid community service help.

Let's change our attitude toward the college's function so that we'll have a wider base of operation; that is, Community Service becomes just as valid a basis of instructional program as Voc-Tech Education or the Transfer Program.

Why not quality every community college's liberal arts program so that it is distinctly different from that offered at Manoa: the reason why it is different should be that a community college liberal arts program is in tune with the community needs; that a student having gone through a transfer program at Leeward, for example, comes out with greater awareness of the community requirements, the relevancy of the academic subject and the community around him, and has had actual, practical experience out in the community. Why should Leeward pride itself in being the largest transfer institution? Let's make that into an effective, community oriented transfer program! In order to put this type of transfer program into operation, there is a need for articulation between the community colleges and Manoa, NOT at the administrative level, but at the individual division to division or, better yet, faculty to faculty level. After all, who knows best about what is being taught than the instructor himself?

K. More imaginative use of the existing college facilities could be suggested. For example, is it not possible to take full advantage of Leeward's fantastic physical facilities and natural setting and try out a snack bar or restaurant operation for community use on weekends? How about use as a park? Few miles down the road is the Pearl Harbor Park, which is not half as well-located for scenic beauty, but with people on weekends. Yet the Leeward Campus sits virtually deserted on a Sunday afternoon except at the tennis courts. At Reed University, part of the campus grounds has been set aside as a natural wild-life reserve. Could Hawaii's college campuses be put to more effective use for general community benefit? Make the college into the cultural and community center.

It is the colleges responsibility to initiate such a move.

With such clear Hawaiian sky (especially when compared to Manhattan's) there is an ideal setting for astronomy, for example. Why not use the faculty talents, invest in some basic equipment for instructional purpose, and try inviting the local Boy Scout Troops for some astronomy projects.

III. Recommendations of the Discussion Group.

As the preceding discussion indicated, there was good exchange of ideas and sharing of problems. The members of this discussion group as a whole expressed the disappointment that there was no "high level" University administrative staff present at this discussion so that our concerns could be transmitted directly to those who hold the key to implementation. There is definite need for administrative understanding and cooperation in order to "grease the wheel" of implementation and setting of priorities.

While all of the ideas and suggestions tossed out at the discussion sessions were useful and valid ones, this group feels that steps must be taken one at a time--even on the matter of Conference Recommendations.

Recommendation One:

IF COMMUNITY COLLEGES ARE TO CARRY OUT THE PHILOSOPHY OF COMMUNITY SERVICE AS PART OF ITS NORMAL AND EXPECTED FUNCTION, STRUCTURE AND ORGANIZATION ARE NECESSARY:

1. SYSTEMATICALLY ANALYZING THE RESOURCES AVAILABLE WITHIN THE COMMUNITY ITSELF.

2. SETTING PRIORITIES ACCORDING TO THE ESTABLISHED GOALS OF THE PROGRAM AND THE AVAILABILITY OF RESOURCES, AS WELL AS THE PRIORITY NEEDS OF THE COMMUNITY.

3. CAREFULLY PLANNING METHODS OF ARTICULATING AND DELIVERING THE NEEDED SERVICES TO THE COMMUNITY.

"KNOW WHAT YOU HAVE SO THAT YOU KNOW WHAT YOU CAN GIVE, AND HOW YOU CAN GIVE IT!"

Recommendation Two:

IN THE COMMUNITY COLLEGE SYSTEM, FACULTY WORKLOAD SHOULD BE RE-EVALUATED AND RE-ADJUSTED SO AS TO INCLUDE COMMUNITY SERVICE AS AN INTEGRAL, WELL RECOGNIZED AND APPROPRIATELY REWARDED PART OF INSTRUCTIONAL RESPONSIBILITY.

GIVE CREDIT TO COMMUNITY SERVICE AT COMMUNITY COLLEGES JUST AS THE MANOA CAMPUS GIVES CREDIT FOR RESEARCH AS VALID PART OF FACULTY WORKLOAD.

"REWARD SYSTEM IS BASED ON A CERTAIN SET OF VALUES. IF WE ARE TO MOULD THE STRUCTURE OF COMMUNITY COLLEGES IN THE IMAGE OF COMMUNITY SERVICE AS THE COLLEGE'S PRIMARY FUNCTION, A REALISTIC WORKLOAD SYSTEM MUST BE INSTITUTED. WE CANNOT CONTINUE TO RUN COMMUNITY SERVICE ON NOTHING BUT DO-GOODISMS AND ALOHA SPIRIT."

The participants of the discussion group strongly urge that our recommendations be forwarded to the appropriate administrative officials of the University of Hawaii. If steps are taken to implement our two recommendations within the coming academic year, our discussion and, indeed, the entire First Innovations Institute served its purpose!

FACILITATING ARTICULATION BETWEEN THE COMMUNITY COLLEGE AND THE SENIOR COLLEGES IN THE VACINITY

Coordinators: Fred Bretz, Fred Haehnlen

Participants: Ann Budy, Robert Fox, Ralph Ohara, Gary Paul, Robert Potter, Marvin Poyzer, Richard Sanderson, Mary Troxell, Bette Uyeda, Donald Chu, Marlene Kamei, Annabelle Fong, Horace Clay (Facilitator)

The discussion leader suggested that there are both formal and informal methods of improving articulation between the administrative, faculty and student members of the community colleges and the senior colleges. Since there were no participants in this study group from institutions other than the University of Hawaii, focus of the group centered upon the problems of articulation between the eight campuses of the University of Hawaii. A result of the discussion is the following proposal to improve articulation between the various campuses.

The participants suggested the following assumptions upon which a proposal for improved articulation could be based:

1. Educational innovations must be preceded by a clear understanding of similar programs at other campuses of the University of Hawaii.

2. At present, the University of Hawaii consists of eight campuses, which are more "autonomous" than "system-oriented."

3. The need for articulation of programs and procedures exists between the administration, faculty and students of the University.

4. The following topics are examples which could form the basis for discussion within the system:
   a. Curriculum
   b. Assistance for students
   c. Institutional support

Therefore, the participants of this study group propose that the following steps be taken as soon as possible:

1. Each month one topic in need of articulation be discussed at one of the eight campuses.
2. Each campus will select one representative of the administration, one from the faculty and one student to attend the meeting and discuss the problem under discussion.
3. The meeting place will rotate among the eight campuses until each has served as host for a meeting.
4. The committee will be expected to agree upon system-wide recommen-

dations for their respective areas of concern.

5. The Vice President for Academic Affairs will select a representative to attend each meeting, consider the recommendations, and secure sufficient travel money to facilitate these meetings.
6. It would be the responsibility of the three representatives from each campus to convene an open meeting to publicize the recommendations made by the committee during that month.
7. The results of these open meetings will be forwarded to the Vice President for Academic Affairs for further consideration.

TOTALLY ECLECTIC EDUCATION:
A VIABLE ALTERNATIVE: MODELS, PROCESSES, EFFECTS

Coordinator and Recorder: John Prihoda

Participants:

Joan Kannarr - Hawaii Community College,
1175 Manono Street, Hilo 96720
Marge Zabor - c/o Karen Kelly, Operation Headstart,
Honolulu Community College
Hannah M. Ho - 231 Mokulele Drive, Kaneohe
Ray Ancheta - 1037 Matzie Lane or Leeward Community
College Student Government
Donald Takeya - P.O. Box 122, Pearl City 96782
Asa Hew - P.O. Box 281, Kahului, Maui
Dan Wedemeyer - 930 18th Avenue, Honolulu 96816
Sarah Yee Yang - 2908 Kalawao Place, Honolulu 96822
Belva A. Cline - Church College of Hawaii,
Box 143, Laie, Hawaii 96762
Jan Siebert - 61 Lawai, Honolulu 96825
Loxey Strahle - c/o St. Francis Hospital, Cardio
Pulmonary Lab, 2260 Liliha Street, Honolulu 96817
James C. Wilson - Leeward Community College
Bob Brunish - Instructor, Maui Community College

The following statement summarizes the activities which took place on Friday, February 17, 1972, in the discussion group on: Totally Eclectic Education: A Viable Alternative: Models, Provesses, Effects. The meeting began shortly after 3:00 p.m. and ended at 7:50 p.m. A one-hour dinner break began at 5:30 p.m.

To set the stage for free and open discussion, it was decided that no names would be used. As it turned out, there were no introductions until after the dinner hour, when several persons began asking questions about each other's positions, etc. Rather than wait for introductions until 8:00 p.m., each of us gave our critical information. This became one highlight of the conference, because many persons had incorrectly assumed what positions the others held. (I would recommend this technique to others -- there seemed to be few inhibitions.)

The major purpose of this seminar was to conceive a viable eclectic model. To begin, the terms "Eclectic," "Education," "Models," "Processes" and "Effects" were defined and discussed. The following diagram explained the course of action expected of this group:

> The instructional and curriculum models of Popham & L. Tyler (attached) were distributed, and that of A.M. Cohen discussed (Teaching is Causing Learning).

OUR JOB DURING THIS INSTITUTE...

To Get
From Here ...

... To here.

Today Us This Room	Totally Eclectic Education A Viable Alternative; Models Processes Effects

We then listed those elements which members of the group felt should be a part of any instructional model. The general questions asked were: "What should (formal) education -- the process -- include?" "What 'things' should we expect a student to learn?" "What should the public, the student and the instructor expect the institution help the student learn?" These are the elements which were generated during the ensuing discussion:

a. make decisions
b. like self
c. communicate
d. discipline
e. earn a living
f. self-fulfillment
g. like learning
h. think
i. learn self-potential
j. aware of self-concept
k. respect others
l. learn to cope with change
m. social involvement
n. understanding his world
o. objective thinking

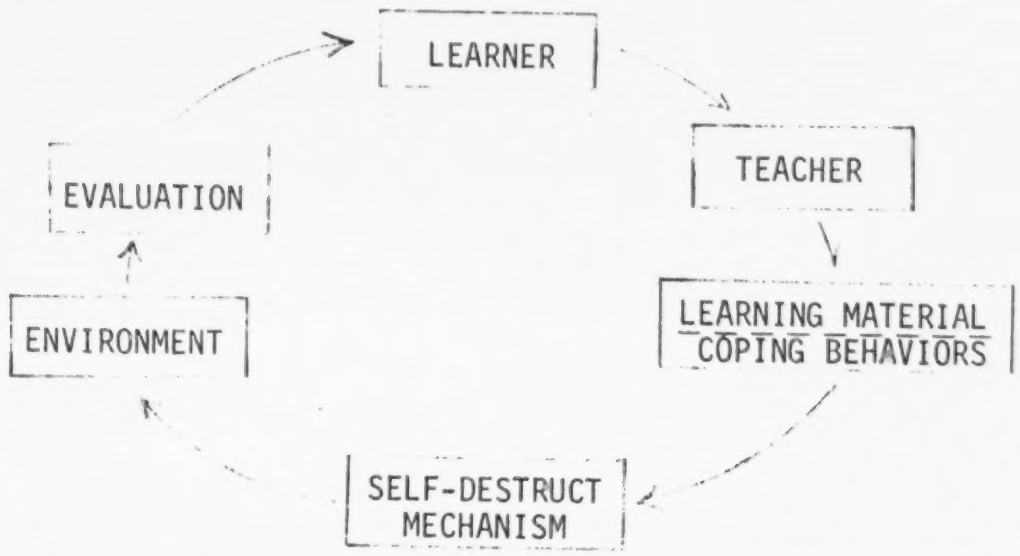
The present educational institution, as an organization, was discussed. A brief historical review of how the schools became administratively structured was made. There were comparisons with business organizational charts, and an explanation of the influences business and industry have had upon institutions of learning since the Industrial Revolution in America.

After dinner and introductions, a more concentrated effort was made to synthesize the work done thus far. There was a stimulating discussion about "ways" students might be taught: via video-tape, cassettes, lectures, laboratories, seminars, et al. Instructional methods now employed were explained: performance contracting, refunding money to students who do not learn, variating schedules of classes (modular scheduling and other administrative devices), non-structured learning, and informal education. However, it was concluded that these were devices by which some students

may learn and others may not, and that the critical aspect is what is to be learned, assessing whether it has been achieved -- and if not, why not.

R. Tyler's list of common elements in a Social Studies Curriculum was distributed and reviewed. Key items (concepts, values, skills-abilities-habits) were reviewed and then superimposed upon the list of items this group generated earlier. Relationships between these key items and one's own role in teaching were discussed.

The final discussion focused on developing our own model:



In each instance of acquiring a new behavior (learning), there is the learner and the "teacher". The "teacher" was broadly defined as ranging from self to other(s) to objects: that which produced a recognizable change in the learner. The learning materials were determined as "that which is to be achieved." "Coping behaviors" were proposed as what might be learned; these behaviors could have a separate place in this model. A "self-destruct mechanism" was appendaged as a necessary device, and a lively discussion followed. It was agreed that every teaching model should incorporate such a device, and that at some point in time, such as after 3 years, the course or program or unit be discarded automatically. "Environment" belonged in the model, since acquiring desired learning often depends upon this factor. "Evaluation," or assessment, is a vital part of any teaching model.

ATTACHMENT 1

Tentative List of Common Elements In The
Social Studies Curriculum

Article by R. Tyler in Curriculum Principles

A. Concepts

1. Regarding individual "human nature."
   1.1 There are basic human needs which individuals seek to satisfy. All human beings have certain common needs but there is variety in their manifestation and attainment.
   1.2 The underlying motivation of a person has strong effects both on him and on others. Among the motives that have had great social consequence are:
      1.21 Struggle for survival.
      1.22 Desire to get ahead, to excel others.
      1.23 Quest for security.
      1.24 Struggle for freedom.
      1.25 Desire to attain one's ideals and aspirations for a better life.
   1.3 Much of our talk and action arises from unconscious motivation.
   1.4 Frustrations in human life have serious consequences. Fears, compensations, defenses, inadequacies, compulsive behavior, and prejudices limit individual and social effectiveness.
   1.5 Although some individual characteristics are largely the result of inborn factors, many of the most important traits are acquired, much of the "self" and individual personality are formed by experience and training.
   1.6 Human beings are almost infinitely teachable. In a sense "human nature" is being changed every day.
   1.7 Ideals can be dynamic in human progress, especially when they are continuously clarified, reinterpreted and reapplied in changing situations.

2. Regarding man and his physical environment.
   2.1 Space is an important dimension in human affairs, for location affects resources, case of transportation and communication, and many physical conditions of living.
   2.2 Time is an important dimension in human affairs, for events have roots and consequences and developments (changes) which require time.
   2.3 Climate, land features and natural resources have profound effects on man. Development, use and conservation of resources strongly influence his life and future.
   2.4 Man can influence his physical environment.

3. Regarding man and his social environment.
   3.1 Man forms social institutions and organizations to satisfy his needs.

3.2 People are interdependent.
- 3.21 The distribution of world resources makes for interdependence.
- 3.22 Specialization and division of labor make for interdependence.
- 3.23 The limitations of individual effort make for interdependence.
- 3.24 Such universal human needs as affection, need to belong to a social group, need for respect from others make for interdependence.

3.3 Social groups develop patterns for group living, thus producing customs, cultures, civilization, and society.

3.4 Increasing knowledge and invention produce ideas and technology that disrupt some previous social arrangements. There is social lag in making adjustments to these disrupting forces. Hence:
- 3.41 Society involves both change and continuity. Both are inevitable, normal and serve useful social ends.
- 3.42 The idea of progress is not a continuous straight-line development. There are some regressions and cessations of advance.
- 3.43 Some far-reaching and rapid disruptions lead to revolution rather than evolution.
  - 3.431 Intellectual revolutions
  - 3.432 Political revolutions
  - 3.433 Economic revolutions (The Industrial Revolution)

3.5 An effective social group must provide both for individual needs to be satisfied and for integrated productive group activity. Hence, group organization involves problems of:
- 3.51 Achieving a balance of freedom and control.
- 3.52 The place and limits of compromise in dealing with conflicts of personal and social values.
- 3.53 Ethical and moral standards for the individual and the group.
- 3.54 The place of religions in individual and group life.
- 3.55 The place of the arts.
- 3.56 Democratic social groups in contrast to autocratic, aristocratic, or fascistic ones.

3.6 The organization of social groups for the production and distribution of goods and services has taken several forms and involves serious problems.
- 3.61 Nomadic life.
- 3.62 Agriculture and family manufactures.
- 3.63 Manorial systems.
- 3.64 Mercantilism.
- 3.65 Capitalism.
- 3.66 Socialism.
- 3.67 Monopoly and oligopoly.

3.7 The organization of political units affects and is affected by economic organization. It has taken several forms and involves serious problems.
- 3.71 Patriarchal clan or tribe.
- 3.72 City-state.
- 3.73 Feudalism.
- 3.74 Ecclesiastical state.
- 3.75 Nationalism and Imperialism.
- 3.76 Democracy.

3.77 Communism.
3.78 Fascism.
3.8 Social groups can be reshaped to fulfill their functions more adequately.

B. Values

1. Attitudes toward self.
   1.1 Growing from self-love to self-respect; acceptance of self, realization of one's own worth.
   1.2 Integrity, honesty and frankness with self; objectively critical of self.
   1.3 Hopefulness for the future.
   1.4 Willingness for adventure; sense of mission, of reformation, of great crusade.
   1.5 Desire to make a productive contribution, not to be a parasite.

2. Attitudes toward others.
   2.1 Respect for the dignity and worth of every human being, regardless of his racial, national, economic or social status.
   2.2 Cherishing variety in people, opinions, acts.
   2.3 Equality of opportunity for all.
   2.4 Tolerance, goodwill, kindliness.
   2.5 Desire for justice for all.

3. Attitudes toward social groups to which he belongs.
   3.1 Loyalty to world society and world order.
   3.2 Acceptance of social responsibility.
   3.3 Willingness to submit one's problems to group study and group judgment.
   3.4 Balance of integrity of individual and group participation.
   3.5 Loyalty to social purposes of the group rather than undiscriminating loyalty to whatever the group does.
   3.6 Willingness to work for an abundance of the good things of life for all peoples in the world.

4. Intellectual and aesthetic values.
   4.1 Love of truth, however disconcerting it may be.
   4.2 Respect for work well done, worth of socially directed effort as well as achievement.
   4.3 Freedom of thought, expression and worship.
   4.4 Love of beauty in art, in surroundings, in the lives of people.
   4.5 Respect for reasonable procedures rather than force as the only proper and workable way of getting along together.

C. Skill, Abilities and Habits

1. In analyzing problems.

2. In collecting facts and other data.
   2.1 Skill in selecting dependable sources of data.
   2.2 Ability to observe carefully and listen attentively.
   2.3 Ability to read critically.
   2.4 Ability to discriminate important from unimportant facts.
   2.5 Ability to take notes.
   2.6 Ability to read charts, graphs, tables, and maps.

3. In organizing and interpreting data.
   3.1 Skill in outlining.
   3.2 Skill in summarizing.
   3.3 Ability to make reasonable interpretations.

4. In presenting the results of study.
   4.1 Skill in writing a clear, well-organized and interesting paper.
   4.2 Skill in presenting an oral report.
   4.3 Ability to prepare a bibliography.
   4.4 Ability to prepare charts, graphs, tables, and maps.
   4.5 Ability to write a critical book review.

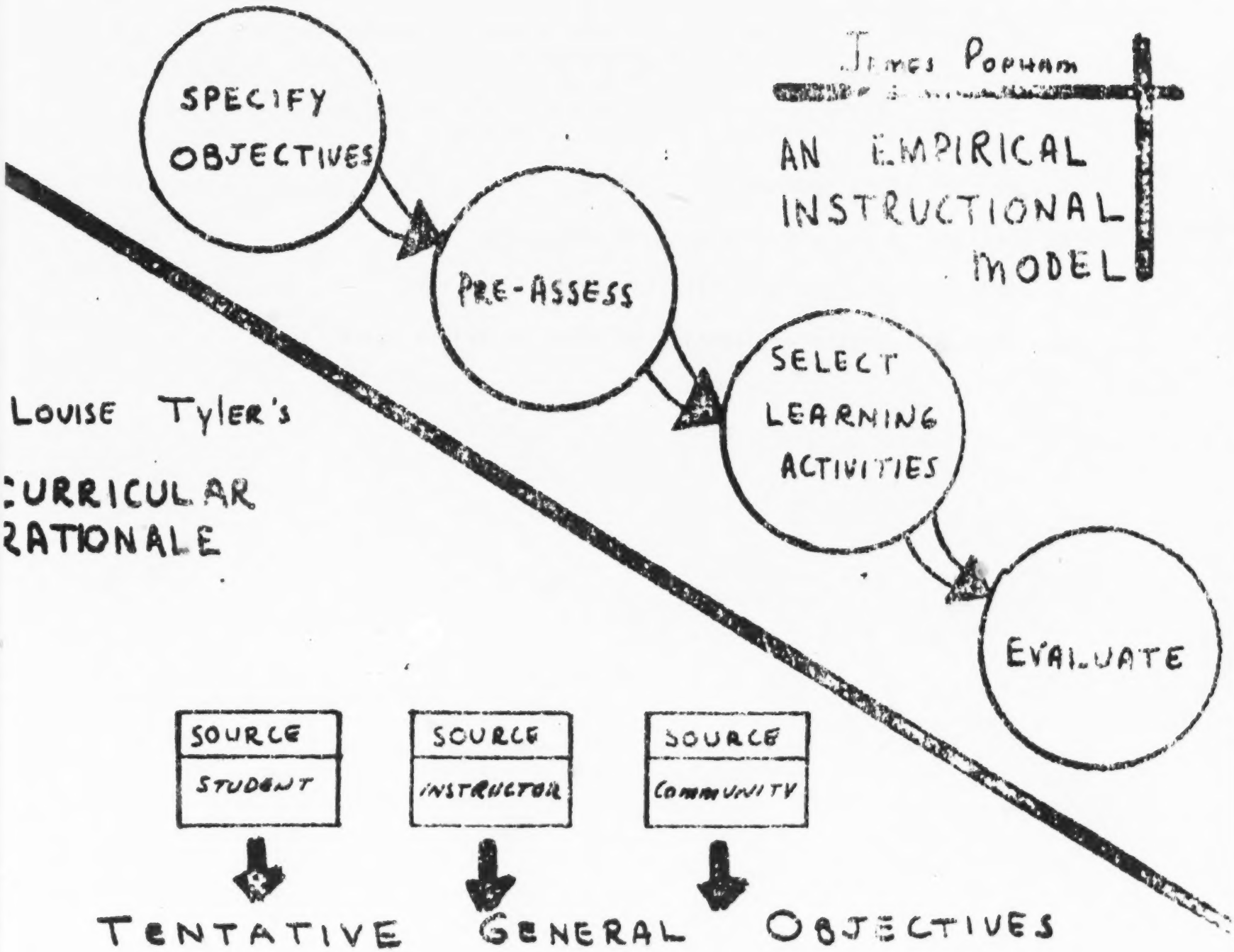
5. Ability to do independent thinking.

6. Ability to analyze argument and propaganda.

7. Ability to participate effectively in group work.

8. Good work habits -- planning of time, efficient use of time.

ATTACHMENT 2



OBJECTIVE APPROACH TO A STUDENT/FACULTY COLLEGE GOVERNANCE

This discussion group, through a non-structured discussion led by Ann Keppel (Department of Educational Foundations, Manoa Campus, University of Hawaii) and Allen Hoe (student, Manoa Campus and Leeward Community College), sought alternatives for implementing an effective student/faculty governance. Other participants were: David Harris, Roy Rabacal, H.G. Stromberger, Douglas Williamson, Edmond Williamson, William Grosh, Paul Hummel, Russell Kim, Gerald Soong, Sister Miriam Ferry, Sister Mary Rosalie, Stuart Uesato, Carswell Ross, Ronette Kam, Jean Pezzoli, John Fry.

Following a general discussion of some present governmental structures operating on various campuses, the group suggested a variety of problems encountered when establishing an effective all-campus governmental body and some possible answers to these questions:

PROBLEM #1: Students and faculty hesitate to participate in decision-making processes as it requires too much time and experience.

ALTERNATIVE SOLUTION: A student's lack of experience is too often a wrong assumption and they are aware of their needs; the basic necessity is to get them to use their experience to create a crisis; create faculty-student orientation programs; encourage campus governmental programs in lower grades.

PROBLEM #2: Faculty-student governance processes conflict with the philosophical goals of college whether it be educating for a job or to create an "enlightened scholar;" if the former, it takes away from the concentration on skills; if the latter, the practicalities of the process run counter to time for concentration.

ALTERNATIVE SOLUTION: There are always some students who are willing to sacrifice the traditional academic goals for their interest in campus politics; therefore, allow them to capitalize on it through independent study; formalized classes in governmental practices; internship programs. Give students credit for organized responsible involvement and give faculty released time.

PROBLEM #3: The student constituency of a campus is often transitory. Therefore, student participation in decision making is ineffective and too costly.

ALTERNATIVE SOLUTION: Student decisions may be based on more than the desires of the immediate constituency; therefore, provide them the opportunity to offer such decision; don't worry about the cost; students should be able to get some of their demands.

PROBLEM #4: The administrative procedural processes are such that student and faculty proposals take too long in being considered. Students often become disillusioned or even leave the campus.

ALTERNATIVE SOLUTION: Change the system by revolution; legislate a change in system; make greater use of the ombudsman; create an elected Board of

Regents; create a Board of Faculties with student representatives to be above the Board of Regents.

GENERAL QUESTIONS:

A number of questions were posed to which no definite alternatives were offered. These included: To whom is a student/faculty governing body ultimately accountable? Its constituency, the Board of Regents, the taxpayer?

Should an all-campus governing body have staff, APT/Civil Service representatives? Should student/faculty governing bodies be advisory or legislative? How do you effectively measure a faculty/student governing body? Should there be a movement first to create such an organization on each campus or create one on a system-wide basis? Should administrative job descriptions be made more explicit to make clear channels of communications?

The group after considering liabilities and assets of the various answers agreed on several points:

1. The present all-University Council was unworkable as the representatives were basically appointments of the President.

2. Formalized procedures should be established on a campus to offer reasonable opportunity for maximum effective reaction by all interested members of the campus constituency to any decision whether it be the color of a trash can or selection of a chancellor.

3. Since students/faculty may not want the responsibility of decision making as much as an ear of the "authority," communications channels must be improved; therefore, emphasis should be placed on developing administrative/faculty/student interaction groups and interpersonal skills. One simple solution would be for every faculty/administrator to "sound out" three interested students on three different occasions in an informal setting, asking: What is it that you need or want? What "bag of tricks" do I have that could help you get what you want?

RESOLUTION:

The group's recommended resolution for seeking a practical and effective student/faculty governance is to begin by organizing a workshop consisting of student/faculty and administrative representatives from each campus to propose an effective on-campus and a system-wide student-faculty-administrative governance process which could be submitted to each campus for consideration.

Mechanics:

1. The methods of selection would be determined by each campus. (Members of this discussion group would be encouraged to attend, elected or not.)

2. Ruth Iams of the Manoa Campus was selected to coordinate preliminary plans and contact possible sources requesting funding.

LIBRARY ORIENTATION AND INSTRUCTIONAL PROGRAM

Coordinator: Marri Decosin

Participants: Valerie Holler, Recorder
Barbara Wood , Barbara Scott, Debbie Truitt, Alice Battle, Charlotte Dang, Rosilyn Devlyn, Nelson Underwood, Helen Moffat

The discussion coordinator led the group by asking the questions what should library orientation cover? When should it be offered? And how should it be presented?

There was general agreement that library orientation should cover the basics: the resources available, how to use the card catalog and how to use periodical indexes. Anything beyond these priorities should be tied into a course with instructor cooperation or offered as a separate credit course. The student should be approached so as not to bore him. The avenues which were discussed provide alternatives: have a pretest; work through and with the English department; programmed test in orientation kit; tied with a course, such as Church College of Hawaii's Research Techniques course; work with the faculty. Two points were emphasized: (1) your own attitudes should be positive; and (2) students need to do to learn.

When should library orientation be offered? Answers and/or replies ranged from pre-school to graduate school. It was generally agreed that the Freshman year of college should offer library instruction.

For the method of presentation, various examples were available to browse through such as written handouts, written scripts, cassette tapes, filmstrips, movies, slides, transparencies, etc.

After viewing a few of the media, the group gave their reactions. Reactions varied as to how the media would be received by clientele.

A VOCATIONAL GUIDANCE SYSTEM TO REPLACE COUNSELORS AND COMPUTERS[a]

John L. Holland
The John Hopkins University

I would like to tell you about a vocational guidance system I developed this year. I will give you the device so you can try it out on yourself or a friend. I only ask that you keep any insights about yourself to yourself. I am not prepared to render help or to cope with an invasion of privacy ruckus.

Let me begin with a brief summary of the need for practical vocational guidance systems and services.

As always, there are not enough counselors to provide vocational guidance for all. And, well trained or not, the effectiveness of traditional vocational guidance is only fair. In addition, the traditional one-to-one relationship is expensive for the client and often wasteful of counselor time and talent. Finally, the computerized systems for coping with the great need for vocational guidance are usually expensive, frequently impractical, and often atheoretical.

The main goal in developing the Self-directed Search for Career Planning (alias the SDS) was to develop a cheap, practical vocational guidance system having a high degree of scientific validity and client effectiveness. Among other things, my hidden agenda was to demonstrate that you can do something valuable without a computer and almost without funds.

Although I put the SDS together this year, I had been thinking about a device like the SDS for some time. Like some of you, I had been intimidated by my professional training so that I believed that helping others must be through personal relationships; that the good solutions lay in better tests, more information and its processing by computers; that the misinterpretation of tests by clients is more harmful than the misinterpretations by counselors, or the failure to give any help at all; and finally, that if we tell the client all we know about vocational guidance, he will make poor decisions and commit self-destructive acts. At any rate, I found some ways to negate these beliefs and to find a solution by following some other paths and models.

DESCRIPTION

The Self-Directed Search (SDS) is a self-administered, self-scored, and self-interpreted vocational counseling tool. The SDS includes two booklets. To use the SDS, a person merely fills out the assessment booklet and obtains a three-letter occupational code. He then uses the code to search for suitable occupations in the occupational classification booklet. In short, the SDS provides a vocational counseling experience by simulating what a person and his counselor do in several interviews. Most people complete the SDS in 30 to 60 minutes.

The typical person's experience in taking a psychological test is characterized by ambiguity (the person doesn't clearly know what is going on),

[a]Paper presented at APGA, Atlantic City, 1971.

dependency (the person is a passive participant), and delay (he must wait for results). The taking of the SDS is a different experience. When a person takes the SDS, he knows what is being assessed, he participates in his own scoring, profiling, and interpretation, and he gets the results of his self-assessment experience immediately.

The SDS has two main purposes: to provide a vocational counseling experience for people who do not have access to professional counselors, or who cannot afford their services, and to help a counselor serve more people more effectively by identifying those people who need his help the most. For example, a counselor can concentrate on those people that this inexpensive service fails to help, while still serving many others by acting as the manager of the SDS system--supervising its distribution, its coordination with other kinds of vocational service, and its evaluation.

The assessment booklet follows Holland's theory of vocational choice. Consequently, the assessment booklet is organized in terms of six personality types. Separate sections of Occupational Daydreams, Activities, Competencies, Occupations, and Self-Estimates determine a person's resemblance to each type: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Other sections show a person how to score, graph, and interpret his responses.

The person uses his summary code, a three-letter code obtained from his own assessment, to search the occupational classification booklet. The individual occupations are arranged according to Holland's earlier classification, and each occupational subclass is also arranged according to the level of general educational development (GED) that an occupation requires. With a few exceptions, each occupation is also designated by its six-digit DOT number.

The last section in the assessment booklet, Some Next Steps, suggests how a person can obtain more infomation for resolving his vocational decision and includes some safeguards to prevent negative outcomes.

DEVELOPMENT

I have summarized the development of the SDS according to the Theory, the Assessment, the Classification, and the Translation from Assessment to Classification.

The Theory. The assessment and classification booklets which form the SDS are direct products of a theory of personality types and environmental models. The theory was proposed in 1959 and has been investigated by myself and others. In preparing a recent bibliography, I counted more than 60 references about the theory and the Vocational Preference Inventory. Of the 60, at least 50 provide some positive evidence of the theory's usefulness. These investigations and the work of other researchers led to the definition of the personality types in terms of the following Vocational Preference Inventory Scales; Realistic, Intellectual, Artistic, Social, Enterprising, and Conventional. The search for the correlates of these scales then led to activity scales, competency scales and self-ratings associated with each type. The origin of these scales and ratings began in the first investigation of the theory and runs through most subsequent publications. In general, self-ratings, activities, competencies, and occupational scales were used for the SDS, because they fit the theory of how types develop, and because they have provided consistent predictions about types, when types were defined by the VPI, choices

of educational field, or choice of occupation. In addition, these scales yielded useful predictions about various kinds of nonacademic achievement.

The Assessment Booklet. The "Occupational Daydreams" item on page 1 of the booklet comes from a theoretical study. In that investigation and subsequent studies, we learned that a person's history of occupational preferences--especially his most recent preferences--are good estimates of what a person will choose or do next. The inclusion of occupational daydreams serves two purposes: (1) for predicting a person's future occupation, that person's announced choice is as efficient as any psychological device, and (2) the history of occupational daydreams provides a crude check on the validity of the summary code.

The evidence for relying on a person's occupational aspirations for the prediction of occupational field is well documented, although my psychometrically oriented friends find this idea both dangerous and unbelievable. The principle enunciated by this research is "worry more about a person with an inconsistent work history than one with many job changes."

The relationships between the summary scales and the individual SDS scales are shown in Table 1. Note that every individual scale correlates most highly with its corresponding summary scale. For example, the Realistic Activities Scale correlates most positively with the Realistic Summary Scale, the Investigative Activities Scale correlates most positively with the Investigative Summary Scale. These results clearly reveal that the individual scales are correctly keyed to the corresponding summary scales that students use to obtain their three-letter summary code.

The homogeneity coefficients for the assessment scales and ratings are given in Table 2. With few exceptions, the SDS scales have a useful degree of internal consistency.

The constructive and predictive validity of the scales and items are contained in the theoretical studies which led to the development of the SDS. In general, these validities are not remarkable, because only low to moderate relationships were found. Parenthetically, I emphasize that the best predictions will be obtained from a person's stated occupational choice, current occupation, or work history rather than from any psychological device. The SDS is only intended to be a temporary crutch to facilitate a person's occupational search. At best, it can only support a class of occupations a person prefers; it cannot efficiently predict a single choice for a single person.

The occupational classification booklet also is the outcome of a series of theoretical studies (See Holland, Viernstein, Kuo, Karweit, and Blum, 1970, for a complete account of this version of the classification). To summarize, a classification which covers 95% of the labor force was created by integrating data obtained earlier from the use of the VPI, from an alternate form applied to the data in the Strong archives and from 32 factor scores describing 879 occupations. These diverse data were translated into Holland's classification so that the resultant classification is largely empirical, and so that users are provided a comprehensive classification with a single theory for its interpretation and use. The GED levels from the DOT were added to each subgroup in the classification to narrow a person's search for suitable classes of occupations. Last month, Mary Viernstein found a simple mathematical way to extend the Holland classification to all occupations in the DOT. Her work will made both the theory and the SDS applicable to all occupations.

A device like the SDS is possible because the assessment and the occupational classification use the same concepts from a single theroetical system. The assessment booklet is a device to assess a person's resemblance to each of six occupational types. The summary code is just that--a summary of a person's most striking resemblances weighted according to their rank in each of six profiles. Because the occupational classification employs the same six concepts, it becomes possible to show people the classes of occupations which resemble one's own personality.

New work will be devoted to correcting the estimated occupational profiles (three-letter codes). The SDS is not a flawless device, but its theoretical design provides some self-corrective features.

Although I am not capable of an objective evaluation of the SDS, I will give you my evaluation anyway, and you can provide your own corrections for my enthusiasm. The strategy for the evaluation of the SDS has been twofold: (1) Encourage its use in a wide range of settings with or without formal experiments. Consequently, the SDS is being used in high schools, 2-year colleges and 4-year colleges. (2) Initiate formal experiments wherever possible. Dr. Sedlacek will report about his experimental work at the University of Maryland. Dr. Baldwin is conducting similar studies in the Baltimore schools.

Lacking an explicit evaluation, I will give you an informal, prejudiced evaluation based on the use of the SDS with college students, high school students, my neighbors, my friends, some inner city children, and the members of my own family.

1. The majority of people who take the SDS like it and are often enthused. A large proportion appear troubled because they don't receive the right answers. My impression is that the SDS is expecially helpful in locating the people who need or want help.
2. The first experimental analyses by Dr. Baldwin reveal that the SDS does lead to the consideration of more occupational alternatives. And, high school girls enjoy the experience. (These are only some fragments from an extensive investigation still in progress.)
3. The SDS appears applicable to a wide age range. Children don't find it too difficult and adults don't find it childish.
4. The SDS has by its design several other desirable characteristics. They include:

Immediacy. Anyone can use the SDS whenever he wants to, and he does so with privacy.

Self-Direction. Because the SDS is always controlled by its user, people enjoy the experience, and the learning experience cannot be marred by occasional and unavoidable conflicts with test administrators, teachers, or counselors. In a sense, using the SDS is like undergoing a successful programmed learning experience.

Completeness. The SDS provides a relatively complete vocational counseling experience. In the SDS, the personal assessment, the occupational search, and the translation of the assessment into occupational terms are contained in two booklets along with ideas for "Some Next Steps" to confirm or extend a person's occupational search.

Independence. Users are not dependent upon the vagaries of scoring services, computers, and appointment restrictions.

Personal Development. Because of its desirable characteristics, the SDS lends itself to repeated use by students. Such a periodic stock-taking is consistent with a developmental conception of vocational counseling.

Safeguards. The SDS contains several safeguards to prevent errors or destructive outcomes. (1) A person's resemblance to each of the six types in the personal assessment is determined five times, not once. (2) The personal assessment is used in a conservative fashion. (A person searches for all permutation.) (3) A person compares his summary code with the codes of his occupational daydreams. He is instructed to seek help if his summary code and daydream codes do not agree. Because a person's vocational aspirations have substantial predictive validity, a major discrepancy between the occupations designated by a person's summary code and the occupations listed as "Occupational Daydreams" implies several possibilities which should be investigated: scoring errors, conflict between what a person is and wants to become, or other idiosyncratic problems which the SDS cannot cope with.

SOME AFTERTHOUGHTS

Finally, I have had some second thoughts about the SDS. I started out to develop a mechanical vocational guidance system, but I now believe I may have done something else without knowing it.

1. I may have developed a better diagnostic device. I keep noticing that the three letter codes of friends and neighbors make good sense. Friends come by for just one more set of booklets for wives, children, etc. And, they never ask about validity or reliability. Occasionally, they complain about their codes, but the more they talk, the more validity I think their codes have. But these are just my impressions.

2. I have successfully tested the theory in a complex and crude way by using only the theory to design the SDS. The item analyses indicate that all items work without exception. There is no need for scale revision unless you want psychometric perfection. And, the scale interrelationships follow theoretical expectations with only a few exceptions. Dr. Keith Edwards has recently factor analyzed the intercorrelations for the SDS and found that the factor patterns form clear structures that closely resemble theoretical expectations.

3. The theoretical base of the SDS allows clients and counselors to work together within a shared conceptual framework. It creates the possibility that the recipients of vocational guidance cease being"clients" and become "partners" of their counselors; and it raises all the implications that term has for their greater involvement, enthusiasm, and self-direction. These hypotheses, suggested by a recent colleague, Keith Taylor, are supported by the curbstone counseling I engage in. People who take the SDS find it difficult to stop talking about themselves. They take more initiative and walk away with less hesitation.

4. I may have found a better way to define the personality types in the theory for new research, or I can start all over again.

That's the story of the SDS. I hope you will try out your sample booklets.

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DEVELOPMENT OF COMMUNITY SERVICES IN HAWAIIAN COMMUNITY COLLEGES

Gunder A. Myran
Michigan State University - March, 1971

Introduction

Prior to 1964, post-high school education in Hawaii consisted of the University of Hawaii's Manoa campus, Hilo campus on Hawaii, five public technical schools (Honolulu, Kapiolani, Hawaii, Kauai, and Maui) and the Department of Education adult general education and vocational education programs. In 1964, the State Legislature passed a Community College Act (Act 39, SLH 1964) which established a statewide system of community colleges under the governorship of the University of Hawaii Board of Regents. The Act provided that the University of Hawaii president would be the chief executive officer of the system, placing the community college within the university structure. A vice-president for community colleges has directed administrative responsibility for the system.

The five public technical schools were incorporated into the community college system between 1965 and 1970, and Leeward Community College on Oahu became the first newly established institution to be specifically planned as a comprehensive community college. Windward Community College is presently being planned and developed as the seventh community college in the state.

The appointment of specific administrators in the community colleges to be responsible for community services and continuing education is a recent development, with administrators being assigned in the colleges between 1968 and 1970. Presently, Kapiolani, Hawaii have administrators with full-time responsibility in this area; administrators at Honolulu, Leeward, Kauai, and Maui have teaching or other administrative duties (such as summer school, evening college, apprenticeship, and student activities). In each of these later cases, the college is exploring new alternatives to expanding the community services function and to provide additional administrative support. Additional support is provided by a staff member in the Office of the Vice President for Community Colleges, whose responsibility includes coordinating community services activities at the state level.

Background of Community Services

The usual form of community service prior to 1960 was evening classes for adults; activities were typically limited to the community college campus. Typically, these classes were called adult education of continuing education. The more extensive development of the community services concept awaited the turbulent 60's, when the urgent needs of local communities were explosively demonstrated and a few community-oriented colleges began to explore areas of critical need. During the 1960's, several factors contributed to an acceleration of interest and activity in community services. These included the infusion of federal monies, particularly in areas related to poverty, urban redevelopment and manpower training; the civil rights movement and demands to open the society for Blacks and other minorities; the visibility of community services programming provided by the American Association of Junior

Colleges and the increasing social concern for the urban crisis, racial inequities, and illiteracy.

A recent study conducted by Max R. Raines and Chester Winston at Michigan State University indicated that virtually every community college now has some form of community services. This may include community or adult conseling services, college credit classes at extension centers, short courses, seminars, workshops, manpower programs, social action programs, cultural programs, community analysis activities, use of advisory committees, faculty consultation services, inter-agency cooperation, public information services, and recreation programs. Yet only approximately one in ten indicated that their college presently has a well-developed and functioning program in these six basic areas:

1. Extension of daytime credit programs into evening hours and establishment of extension centers throughout the service area.

2. An increasing selection of non-credit courses, conferences, workshops to respond to the more immediate interests and needs of local citizens.

3. A widening use of advisory groups representative of the broad spectrum of people and needs to be served (including minority group constituencies).

4. Wide-spread use of college facilities by an increasing variety of community organizations and informal groups.

5. A continuing effort to interpret community services activities to all citizens through a systematic program of public information.

6. Increasing concern for professionalization of the program reflected in staffing patterns as well as professional development programs for staff members.

More and more community colleges are now committing staff and finances to implement community services, and it is apparent that this area will be a major thrust in program development during the 1970's.

Concepts and Elements of Community Services

Based on a recent national survey (Community Services Perceptions of the National Council on Community Services, January 1971, Gunder A. Myran), basic concepts of the community college which undergird the development of community services would include:

1. Community services programs in the community college should serve all socio-economic segments of the community.

2. Community services should be regarded as a function of the entire community college, and not only that of the community services division.

3. The community college should be actively engaged in solving contemporary social problems.

4. Community colleges would probably better serve the needs of most socially disadvantaged students than four-year colleges and universities.

5. The community college should admit socially disadvantaged students even if they do not meet normal entrance requirements.

6. Corrective or remedial programs should be expanded if the community college is to be relevant to the needs of the socially disadvantaged.

7. Vocational-technical programs should be expanded if the community college is to be relevant to the needs of the socially disadvantaged.

Some key elements of community service are:

1. Cooperation with community agencies and groups
2. Service to adults
3. Educational service to disadvantaged groups
4. Service to community groups
5. Community use of college facilities
6. Neighborhood centers for extension classes
7. Surveys to identify community needs
8. Public forums for discussion of community problems
9. Continuing Education for women
10. Cultural programs
11. Service to youth
12. Service to senior citizens

A description of community services is:

A community services program of the community college is the deliberate effort of all college departments to serve local educational needs. Initiated and facilities focus primarily on adults and on community organizations and groups. The curriculum may be drawn from any discipline, and is unfettered by traditional academic time, space and content restrictions. The goal of community services is to promote the educational growth of the individual and the improvement of the community in which he lives, and to bring about appropriate organizational and content changes within the college to maintain its responsiveness to community needs.

Some most important community needs to be met by community services are:

1. Increasing opportunities for adults and out-of-school youth
2. Increasing opportunities for job training and up-grading (i.e., business, professional, farming, industrial)
3. Increasing opportunities for career counseling
4. Improving communication, interaction, and cooperation between community agencies
5. Broadening the base of community decision-making
6. Providing opportunities for cultural activities
7. Increasing opportunities for mature women in education or employment
8. Increasing volunteer efforts to solve community problems
9. Improving the quality of family life
10. Improving inter-cultural relationships
11. Increasing awareness of available social agency services

Cooperation with the following community agencies or groups is considered to be important:

1. Continuing education departments of colleges and universities

2. Adult education departments of public schools
3. Community school programs of public schools
4. Model cities programs of public schools
5. City government
6. Neighborhood drop-in centers
7. University extension services
8. Senior citizens service agencies

A community services "rhetoric" is emerging, and its vocabulary includes terms and phrases such as new constituency, new student, expansion of eduational opportunity, community problem solving, inter-agency cooperation, community change, institutional change, community leadership, community counseling, self-development, community development, instructional innovation, service to low income groups, community services as a responsibility of the entire community college, and community decision making. These terms and phrases suggest a movement away from a rationalistic philosophy (liberal arts, great books, reading-discussion)to a developmental philosophy (community development, human relations, action as a source of learning). They also underscore a trend away from the "academic snobbery" of the past toward a grass roots approach to meeting community educational needs. And the recurring use of the term "community" suggests a movement from isolation on a secluded campus toward becoming actively involved in the ebb and flows of day-to-day community life particularly in consort with other agencies and groups.

In the field of higher education, community services is revolutionary in its irreverance for traditional terms. While realistic enough to recognize the presence and prominence of forms such as degrees, credits, semesters, quarters, and grades in community colleges, those who espouse this concept tend to reject the relevance of these forms for the majority of the people to be served. Those who work directly in the community are becoming increasingly sensitive to the shortcomings of their community college in adapting its total program to changing community needs. The need for institutional development or change -- i.e.,updating administrative staffs, developing more flexible curricula patterns, changing course content -- is often evident to those who spend as much time on the streetcorner as in the isolation of an office. Thus a dimension of community service devoted to sensitizing college personnel and increasing the adaptive nature of the college itself appears to be emerging. Dr. Andrew Goodrich refers to both outreach programs (extending educational opportunities to new constituencies) and "inreach" programs (supportive services such as remedial programs, financial aids, tutoring, and counseling for "new students" -- those from low-income backgrounds -- enrolled in degree programs in the community colleges).

Underlying this rhetoric, however, is a growing concern that the community college may be extending itself beyond its capability -- financial staff facilities -- to deliver anticipated services. There is increasing desire for greater specificity in describing the role of the community college in its community. To whatever extent ambiguity presently exists, it inhibits our ability to communicate effectively with our colleagues and with community leaders and citizens.

A "Taxonomy" of Community Services for Hawaii

On the basis of the above elements and a review of programs in Hawaiian community colleges, its is suggested that the following "taxonomy" of community service functions might apply to the state of Hawaii:

Planning Functions

Management, Goal Setting
Advisory Committees
Intra-college Linkages
Community Linkages
Public Relations
Specific Program Planning
Finance
State-Level Relationships
Staff In-service Training
Regional Educational Linkages

Program Functions

Extension Classes
Short Courses, Seminars, Workshops
Community Counseling
Student Volunteer Programs
Women's Programs
Cultural and Recreational Programs
Paraprofessional Training
Manpower Upgrading and Development
Community Organization
Speakers Bureau
Public Forums
Senior Citizen Services
Community Use of College Facilities
Ethnic Programs

Legal Basis for Community Services in Hawaii

Several references provide evidence of a state-level commitment to support the development of community services or continuing education programs in the community colleges. The 1964 legislation establishing the college system contains this language:

The purposes of the community colleges shall be to provide two-year college transfer and general education programs, semi-professional, technical, vocational, and continuing education programs and such other educational programs as are appropriate to such institutions.

Dr. Harlan Cleveland, President of the University of Hawaii, stated in his January 1971 Prospectus for the Seventies:

Our community colleges are in five different kinds of educational business at once. They are junior colleges, offering lower division and preprofessional courses designed for students who will continue at a four-year college or university campus. They prepare students for employment in technical, vocational, and semi-professional skills. They conduct short courses to upgrade skills and enrich the lives of adults in their communities. They stress guidance and counseling, to match people and skills with organizations and jobs. They add cultural and educational events to what the community offers its citizens at large.

The University of Hawaii, Board of Regents, in a November 1971 statement said:

The goals of the community colleges of the University of Hawaii are comprehensive programs, low tuition, open-door admission, educational guidance, quality teaching, and responsiveness to the community each college serves. Comprehensive community colleges will offer two-year career programs, liberal arts programs, and community education programs . . . . The community colleges should be in the forefront of educational innovation, seeking ways to educate people more effectively . . . for the purpose of better instruction of a broader range of content to serve community needs.

A recent university planning publication stressed the multiple responsibilities of the community college including:

Providing continuing education for updating and improving job competence, for cultural broadening, and personal and citizenship effectiveness. The colleges, therefore, will serve as cultural centers for their communities.

Later, the report indicates the following areas of development under "Academic Development":

Establish short-term courses for occupational training and upgrading.
Develop continuing education programs through increase of evening offerings or by following the concept of the extended day.
Provide community-oriented educational services.

The Council of Provosts committee on community services made the following statement in October 1970:

Non-Credit Classes: The consensus of the committee was that non-credit course offerings in the community colleges should be an integral part of the college program and funded in like manner to other courses, and that a "pay-its-own-way" special fund financing was neither desireable nor appropriate to the mission of the community college. The provosts unanimously agreed with the committee's report.

Finally, the Western accreditation region guidelines provide for an extensive evaluation of continuing education/community services programs, including sections on continuing education, community services, community use of college facilities, non-credit educational services, coordination with community and regional agencies and groups, and cultural and recreational services.

RECOMMENDATIONS

The recommendations below are based on one-day visits to each of the Hawaiian community colleges during March 1971, visits with officials at the state level, and a one-day workshop with community services directors, the recommendations are catagorized as follows:

1. State Level
2. Community Services Directors Committee
3. Community Level
4. Community Colleges
5. Community Services

State Level Recommendations

1. Clarification of Budget Status

Consideration should be given to providing for a uniform budget catagory within the operating budget of each community college. An identifiable budget catagory should be included also to the extent possible at the state level. Such general catagories as Administration, Student Services, Instruction, Academic Support, Operation and Maintenance, and Auxiliary Services make it necessary for the Community Services administrator to struggle for his share of direct costs from a broad area such as Instruction. Indirect costs are adequately financed and accounted for through the catagories above.

2. State-level Coordination of Community Services/Continuing Education

There is a real need for a well-planned "Little Galaxy" conference to address

in depth the problems of coordination between the university, the community colleges, and the Department of Education (included in such a conference would be representatives from the adult education program, community schools, college of continuing education, community services in community colleges, university extension service, Hilo College continuing education program, etc.) Under present conditions, lack of greater coordination will increasingly lead to confusion on the part of the various staffs and faculties and most importantly to the public. In addition, the legislature may mandate certain divisions of responsibility if the groups involved do not make a serious effort in this direction voluntarily. Further, a study of the location and use of extension centers by the College of Continuing Education and by the community colleges appears to be in order. As is sometimes the case at present, community colleges might well be the primary "delivery system" through which the services of the College of Continuing Education are extended to the people. The study should consider methods -- such as electronic devises and individualized instruction -- that would make it possible to enroll limited numbers of students in an isolated area in community college or university-level programs on a reasonably economical basis.

It is quite clear that extension centers throughout the state would offer an excellent opportunity to provide educational service in isolated areas. Given the unique transportation and communication problems of the state, however, creative approaches which eliminate the need for extensive faculty travel appear to be necessary.

3. Clarification of "Non-Credit" Definition; Reporting of Non-Credit Enrollment

Not all community colleges in Hawaii define "non-credit" in the same way, nor is state reimbursement for non-credit offerings handled in the same way at all colleges. Apprenticeship programs appear to be regarded in some cases as "non-credit", yet those are long-term programs leading to a certificate or a journeyman classification. To the extent that there is confusion on this issue on the part of college staffs, it is quite likely that this confusion is multiplied for people in the community.

Not all community colleges appear to have worked out the same financing arrangements for non-credit courses at the state level. This is due partly, to be sure, to cutbacks in new programming that have been made necessary by present economic conditions. However, it is clearly within the current financial policy of the state to obtain funding for non-credit offerings, and since this approach offers an opportunity for a wide range of services to the communities served, it should be fully utilized. Any differences in this area should be discussed and clarified, so that the recommendation of the Council of Provosts Committee on Community Services can be completely implemented:

Non-Credit Classes: The consensus of the committee was that non-credit course offerings in the community colleges should be an integral part of the college program and funded in like manner to other courses and that special "pay-its-own-way" special fund financing was neither desireable nor appropriate to the mission of the community college. The provosts unanimously agreed with the committee's report. (October 19, 1970 -- Minutes of the Council of Provosts Committee on Community Services)

4. Continuation of Senior Citizens Center

The Senior Citizens Center operated by Honolulu Community College provides a Prototype for such centers not only for Hawaii, but by the rest of the country as well. Because of increases in life expectancy and other factors, the number

of persons 65 and older will increase by twenty-five million within fifteen years. During 1970 alone, the 65 and over population increase is expected to be well above that of the nation as a whole. Projections for Hawaii indicate that numbers will increase by 32 percent between 1970 and 1985. Thus the need for such centers will increase as the years go by.

The idea of centers or institutes being established in community colleges is a relatively new one, yet this concept is now being used by several innovative community colleges. The Senior Citizen Center is serving an important need and one that will likely become more critical in the future.

5. Elimination of Distinction Between Before-Five and After-Five Classes

It is recommended that all Hawaiian community colleges move as soon as feasible from an "evening college" concept to an "extended day" concept. There appears to be little reason for making any distinction between classes on the basis of time of day they are offered. If a person is required as an "on-site" manager of the evening program, consideration should be given to assigning this duty to someone other than the director of community services. No doubt department chairmen and the administrator responsible for the instructional program should play a major role in reviewing this question. Hopefully, one outcome of this deliberation would be the extension of all services, such as counseling, financial aids, library and remedial instruction, to those attending evening classes. Freeing the community services director from responsibilities related to the formal collegiate program, when this is feasible, will permit him to expand services in areas not related to degrees or certificates.

6. Clarification of Relationship with College of Continuing Education, University of Hawaii

During the past two or three years, the College of Continuing Education at the University of Hawaii has departed rather dramatically from the traditional evening and extension class format. On the basis of some creative and agressive leadership, the College has entered such programs as governmental development, Head Start staff training, women's continuing education, etc. Through such activities as the lyceum program, the speakers bureau program, neighboring island credit hours program, and the continuing education program for professionals, the community colleges link closely with the College of Continuing Education. Often university courses, whether credit or non-credit, provide the community colleges with services to their communites that they do not have the resources to provide alone. Generally, this arrangement is seen as a positive and productive one.

A "minus" in the relationship between the College of Continuing Education and the community colleges is the tendency to see the College as "Big Daddy University" who can do all things bigger and better than little "junior," the community college. From another point of view, the community college may be seen as upstarts trying to get into areas of service where they have no expertise and which, in any case, have been provided by the university for years. This seems to be a natural dilemna which is by no means unique to Hawaii; many other states are struggling with the same question.

Certainly the community colleges, with their philosophy of community orientation, should provide an extremely effective delivery system for University resources. Often community college personnel can sense more accurately the needs of a specific community than can university personnel who must pay attention to a

much broader geographic area. Further, community colleges have resources in vocational-technical areas which are not available at the university, and these resources must be tapped in response to specific community needs. A community services program in a community college makes possible rapid responses to identified community needs, often utilizing skills and abilities of the citizens themselves, or of other agencies in the community, to generate the necessary human and financial resources. This "localized" nature of the community college gives it strength which cannot be provided by a university operating at long distance. For these and other related reasons, it is imperative that the university give full attention to the potential of the community colleges in providing continuing education and community services programs in consultation and in consort with the university so that duplication and misunderstanding is avoided. Since the community college is the "newcomer" in community services/continuing education in Hawaii, it is important that the directors and other community college personnel study the services of the College of Continuing Education and other agencies, and discuss with personnel from these agencies the goals and programs of Community Services/Continuing Education in the community college.

A basic problem here would seem to be communication. Means must be found, either through newsletters, meetings, telephone networks or a combination of these, to share information on concerns, new programs, and so on. But more importantly, there is a need for an increased feeling of trust and cooperation that is now sometimes present, sometimes lacking.

7. Participation in Title I, Higher Education Act of 1965, Funds

Until the present year, community colleges have participated only marginally in the Title I funds available to Hawaii. The community colleges should study this situation with the state Title I Commission. Title I funds provide an excellent resources for developing innovative programs, particularly in the area of service to low-income and minority groups.

8. Clarification of Geographic Boundaries of Service

While this recommendation applies particularly to Oahu, the question of geographic boundaries of service should be clearly understood in the entire state. This is not to suggest that legal boundaries be drawn, but that for the purposes of community services some effort should be made to agree on the areas for which college is responsible. This would not preclude exchanging of resources or programs, nor would it prevent persons from taking programs anywhere they choose. Rather, it would provide each college with some clearly agreed upon geographic focus. One outcome of such a cooperative effort could be, on Oahu, the publication of periodic joint program announcements.

9. Assimilation of Department of Education Adult Education Program

If the decision is made to incorporate the Adult Education program into the state community college system, it is recommended that a transitional period of perhaps three years be arranged. An important dimension of this period would be a careful evaluation of the DOE staff competencies and a through in-service training program for those who will be involved in the community college adult education program. This development would seem to be basically a positive one for the community colleges but the question of adequate staff preparation is a crucial one and should be considered seriously.

10. Public Relations at the State Level

Community services development in community colleges is a relatively new phenomenon, particularly as it relates to service to new constituencies such as senior citizens, low income groups, and minority groups. It is presently understood only vaguely by most state officials, and this should be quite reasonably expected given the present state of the art and the efforts which have been made thus far to provide orientation opportunities for state officials. It is the responsibility of all involved in community services in Hawaiian community colleges to give information and orientation to state officials. Those involved may wish to agree on a rather systematic approach to accomplish this orientation.

11. Clarification of Terminology

There is some confusion in the terminology used in community services. Some terms which appear are:

a. Community Services
b. Continuing Education
c. Special Projects
d. Extension and Public Service
e. Evening College
f. Community Education

Consideration should be given to eliminating all possible terms to avoid confusion within the college and in the community. Perhaps each college could agree to establish a "Department of Community Services and Continuing Education," eliminating the use of other terms which have similar meanings to the extent possible. The term, "Department of Community Services," may be desireable but would not communicate as well at this point of development in Hawaii.

Community Services Directors Committee Recommendations

The following recommendations are directed at the Community Services Directors Committee, made up of directors at each of the community colleges. It is recommended that:

1. A statement of philosophy, purposes, programs, and future directions of community services be prepared, drawing upon the advice of local faculties and administrators, for distribution to state and local governmental officials, legislators, and community college staffs.

2. Periodic in-service sessions be organized for the membership of the committee, and that the following topics be considered for study:

    a. Community Organization
    b. Community Development
    c. The Adult Learner
    d. Institutional Change
    e. Long-Range Planning for Community Services
    f. Administrative Leadership
    g. Small Group Dynamics
    h. Inter-Group Communications
    i. Community Problem Solving

3. Consideration be given to assigning uniform titles to community services

directors in each community college and that community services departments have common designations.

4. Policies for community services, such as those related to community use of college facilities, the use of off-campus speakers, methods of determining program fees, and development of extension courses be reviewed mutually to identify differences and to suggest desired changes or additions to existing policies.

5. Community services directors participate directly in the study of the transition of the adult education program to the community college.

6. The present practices and rationale for such practices related to staffing and financing community services be reviewed mutually to identify differences and to explore means of improving present practices.

Community Level Recommendations

It is quite popular to talk about the need for cooperation and coordination between community institutions and agencies. In this case, one could well argue for a romance between the community colleges in Hawaii and various community agencies. But this isn't happening now, and observation of the behavior of other social institutions indicates that it isn't likely to happen to a great extent in the future. Institutions tend to, in large measure, pursue their own goals. This is important for survival; an institution needs to develop a track record which will endure the scrutiny of its sponsors and its clientele. So institutions are likely to move to a "cooperation mode" only when it serves to help them reach mutual goals. Since this is generally true, it is necessary to keep open the line of communication so that areas of interest or potential conflict are identified, and so that duplication of effort is avoided. Within this context, the following recommendations are indicated for implementation at the community college level. It is recommended that:

1. High priority be given, in terms of the community services director's time, to establishing communication, coordination, and cooperation with community agencies and groups:

   a. Continuing Education/Community Services Groups:
      a continuing education council made up of all professionals involved in continuing education or community services in the community does not exist, one should be established.

   b. Service agencies (mental health, social welfare, employment, etc.)

   c. Other community groups (ethnic, business, cultural, religious, special interest)

2. Personnel in agencies and groups such as those listed above be involved in community advisory committees formed to assist the community services director in program planning.

3. Persons from the clientele group to be served be involved in an advisory role when a program is planned.

4. When possible, program publications be published jointly with other community

continuing education or service agencies; and that prior to such publication a careful effort be made to avoid duplication of programs or confusion on the part of the public as to what institution is providing what program.

5. The community services director embark on a conscious and well-developed public relations and publicity program on behalf of the community college community services program.

Community College Level Recommendations

The recommendations below relate to each community college. It is recommended that:

1. The comprehensiveness of evening offerings be expanded.

2. A systematic process of internal communication with faculty members be established through person contact and through newsletters.

3. The possibility of a Student Volunteer Corps be studied.

4. That the faculty in-service training program include such topics as community services, the adult learner, and community organizations.

5. As staffing permits, the community services director be relieved of responsibilities related to apprenticeship programs, evening college, or summer school.

6. To the extent possible, all administrators, faculty members, and students be involved in some aspect of the community services programs.

7. The importance of making and maintaining community contacts by the community services director be clearly conveyed to other administrators and the teaching staff, since this sometimes creates misunderstanding of his role and how he uses his time.

8. The community services director becomes involved in improving communication between high school and community college teachers, including the possibility of arranging articulation conferences between these two groups.

Community Services Recommendations

The recommendations below related in general to community services programs in each community college. It is recommended that:

1. Each college prepares a descriptive and attractive brochure describing the scope and purpose of its community services program.

2. Each college establish an administration-faculty-student advisory committee which will meet periodically with the community services director to advise him on program development.

3. Each community services director attempt periodically to carefully study a particular target population in his community and explore with an advisory committee from that population possible programs.

4. Each community services director study planning approaches such as management by objectives so as to become proficient in setting priorities and managing the affairs of his office on the basis of established program objectives.

5. Each community services director become an expert on his community to the extent that he could teach a short course on this subject to the college faculty.

6. Each community services director complete the attached "Evaluation of program status" form, ask his Provost to do the same, and then discuss the responses each made.

EVALUATION OF PROGRAM STATUS

Rate each statement in terms of the present status of community services program development at your college:

A - Fully Functioning
B - Moderately Functioning
C - Slightly Functioning
D - Not Functioning
E - Negatively Functioning

General Criteria

1. The college has, in practice as well as in rhetoric, a commitment to education as a life-long process. ____

2. The curriculum includes non-credit and short-term offerings as well as the traditional term-credit classes. ____

3. The college provides extension centers or other points of service throughout the community. ____

4. The college engages actively in experimentation with new instructional approaches. ____

5. "Non-traditional" positions, perhaps at the paraprofessional level and including community liaison specialists. ____

6. Instructors for the community services program are chosen from the community as well as from the college staff. ____

7. Community services registration, fee collection, and record keeping procedures are as simple as possible. ____

8. College facilities are available to be used for community services programs and by community groups. ____

9. Community services needs are considered in planning new facilities. ____

10. Authority for planning and developing the community services programs are shared with community groups directly involved. ____

11. The program includes efforts to provide in-service training for community agency personnel. ____

12. Members of the administrative staff, faculty, and students are involved in community development activities such as community needs analysis, helping to improve the functioning of community groups, and other civic improvement projects. ____

13. Community experience in community services programming influences curriculum planning and change throughout the college. ____

14. "New constitencies" (minority groups, senior citizens, etc. not previously served adequately by the college) are attending to a greater extent both degree-oriented programs and community services programs. ____

15. Effective corrective or remedial programs are a part of the community college curriculum. ____

Leadership Criteria

16. There is objective evidence that community service programs have helped to solve the problems of people who participate. ____

17. The community service director has a working relationship with both official and informal community leaders. ____

18. The community services program has a set of priorities; there is agreement on what it can do and what it cannot do. ____

19. There is a conscious effort to establish and maintain high standards of quality in programming. ____

20. There is evidence of a willingness to experiment, make changes, take risks in program development. ____

21. There is evidence that program funds are sought from many sources, including the federal government and local business and industry. ____

22. There is a conscious effort to do short and long-range program planning, including adequate evaluation of present programming. ____

Linkage Criteria: Within the College

23. There is general agreement within the college that community services is the responsibility of the total institution rather than that of the community services staff only. ____

24. The curriculum planning structure of the college is flexible enough to allow quick reaction to community needs; students and citizens have an opportunity to provide input into the curriculum development process. ____

25. Community services programming is on a sound financial footing in relation to other college programs. ____

26. The campus environment is such that a wide span of people will feel welcome; for example, persons from low-income groups feel confortable on campus. ____

27. The governing board of the college is informed on and supportive of community services program. ____

28. College administrators are informed on and supportive of community services, and participate in these programs. ____

29. Faculty members are informed on and supportive of community services, and participate in these programs. ____

30. Community services development is seen clearly as an integral part of total curriculum development within the college. ____

31. Students are informed on and supportive of community services, and participate in these programs. ____

32. The community services director has the authority and autonomy he needs to deal effectively with groups both within the college and in the community. ____

Linkage Criteria: In the Community

33. The community services program has the support of key persons and groups in the community including those representing low-income and minority groups. ____

34. In the community, there is a feeling among various groups that the college has a legitimate and viable role in community services activities, for example, in community development and social outreach. ____

35. The college is actively involved in providing a leadership role in solving community problems. ____

36. The college has political integrity in the sense of not being seen as a pawn to certain interest groups. ____

37. There are solid working relationships with community groups and these relationships shift and change as new programs arise demanding new configurations of cooperation. ____

38. There is a continuous and effective public relations effort to keep the public aware of community services offerings and potential. ____

39. Citizen advisory committees are involved in program planning in a productive and meaningful way. ____

40. There is a continuous effort, through surveys, work with advisory groups, report reading, etc. to keep informed on changing community needs and to consider new alternatives for service these needs suggest. ____

THE SCHOOL OF HUMANITY

Douglas R. Price
Honolulu, Hawaii - July 1964

PREP SCHOOL OR COLLEGE?

The School of Humanity will be fertile ground for searchers of any age or level of experience. It is expected that students and interested visitors will come from all age groups, but that the majority will be between the ages of sixteen and twenty-one.

There is a certain redundancy in our present public education. Students in the last two years of high school assiduously prepare for college by pursuing a "General" curriculum, often for the brighter student weighted toward the natural sciences. After two or three years of this preparation, he is admitted to the college of his choice, where he again is given the "General" approach, whether it is called General Education or Core Requirements. Some of the college-level courses are new, some are old hat. At this point, as in high school, minimal attention is given to finding out where the student is in his learning. At best, early selection of a major allows the student to adjust his prerequisite courses along generally scientific, social scientific, or humanitarian lines.

Because of this redundancy and forced generality, and because of the social pressures of the post-pubescent period, many bright and not-so-bright students find the last two years of high school and the first two years of college a period of maximum adjustment and maximum frustration.

The School of Humanity hopes to offer a unified approach to knowledge (see below) which, over a four-year period, is designed to help the student learn to think well. The curriculum is flexible according to the needs of the individual student. It is particularly appropriate to the needs of the (and here I use quotes to excuse the jargon) "gifted under-achiever."

Most students, unless exceptionally gifted, will enter the School on completion of the tenth grade and generally (though by no means certainly) will receive an Associate of Arts degree four years later. The School of Humanity degree will have the academic and legal status of a junior college degree. Students for whom a choice of upper-division college or vocation is postponed may, of course, remain at the school as long as School and student mutually benefit.

The School of Humanity will represent an educational breakthrough. The first students to attend the school will be sharing in the experiment. We confidently expect that graduates of the School will be eagerly sought as transfer students by Admissions Deans of the best colleges and universities in the country.

PHILOSOPHY OF EDUCATION

The School of Humanity will be testament to the propostion that the most important knowledge is self-knowledge; that the first question a searcher after truth must ask himself is: "Who am I?"

We find, in the clangor of contemporary life, little opportunity to ask ourselves even this first question, or to work for an answer. For this reason, the School of Humanity will be located in a quieter spot, to minimize the daily changes and shifts which mark our world but which will little show above the sands of time. We will turn, not away from the present, but with open and searching minds toward the records of human experience. We will not go away from reality but toward it. We feel that, after a leisurely journey through the best products of men's minds, we can "return" to the world of today refreshed, enthusiastic, and with a keener eye, a quicker insight. We can more clearly distinguish the great from the merely good, the bad from the merely inferior. We can, in short, see with the wisdom of history as our guide and tutor.

We do not plan merely to chronologically recount the wonders of men's minds for, interesting and stimulating as they may be, they are not, a priori, useful to our needs and purposes. Or if they are useful, their utility must be shown anew to each wanderer.

The students of humanity will begin not at the beginning of history but at the end -- at the now. Each must, and will, ask himself what it is he wants to do with the amount of freedom he possesses. He may, in theory, choose to do nothing, though it is impossible for the human animal to do nothing for very long. He may choose an anarchic course, in which case the School, acting through the other students, will restrain him. Or he may, and he will if given sufficient time, take the kernel of that which interests him and make of it an open door into education. Education is only relevant when it has a purpose. And that which passes for education, where the purpose is either obscured or non-existent, is not education at all, but rather a tribal ritual.

The student of humanity will, upon reflection, discover that which most interests him. He will cherish and nurture it -- and finally he will do something with it. And whether he decides to write a book, to build a bridge, or to create an artistic masterpiece, he will need knowledge to continue. This knowledge will now become relevant to his purposes, and be therefore worth pursuing. With proper guidance (see below) this pursuit will lead him back to the beginnings of knowledge, to the great minds of the past. The past will truly become alive for him. Education will be happening.

ACADEMIC REQUIREMENTS

The School of Humanity will have no required courses, no examinations, and no fixed schedule of academic progress. Each student will develop at his own pace and according to the dictates of his own interest. Tutors, which is what we propose to call all teachers regardless of their academic rank, will hold regular seminars with students interested in their field of concern, and will be available for counsel at all times.

The Committee of Overseers (comprising all of the Tutors and the Director) will determine when each student is ready for graduation. The requirements for graduation are three listed sequentially:

The Accolade: The first step in completion of requirements for graduation is the Accolade. A student would normally expect (at a goodly rate of progress) to be ready for his Accolade in something over three calendar years. Of this

time, at least twenty-four months must be spent in residence. In preparing for the Accolade students will rely first on their Tutors and next on a primary list of books (I have here consciously rejected the term "Great Books" as being much too pejorative) which will form the core of the material which the student, depending on his interest, will be expected to master. At the least he must demonstrate a familiarity with the concepts of, and a competence of expression in, four major areas of thought:

Science and Mathematics
Philosophy, Politics and Economics
Arts and Letters
Problem Solving

Upon recommendation of the Overseers, any student may be adjudged sufficiently conversant with the literature of Humanity to receive the Accolade. This award may come at any time during the year and requires only that the residence and readiness requirements be met.

The Year Abroad: After a student completes the Accolade, he embarks on his "year abroad." The "year abroad" involves living in the non-English-speaking country of the student's choice, with a family native to that country, speaking the native tongue, for a period of at least six months. He may, however, stay as long as is mutually agreeable between student and host family. The student's time will be his own, and he will find the opportunity to exercise the disciplines developed over the first three years. He may pursue the dynamics of a new culture in whatever form he chooses but presumably one task will be to master the foreign tongue. The student will pay his own way out of the monies he has accrued during "work crews" (see below).

The Return: After his year abroad the student will share his experience with the School for a period of at least three months. During this period he will become reacclimated to the habit of rigorous thought and the School will benefit from his broadened vision. At any time after this three month period the student may, upon recommendation of the Overseers, be graduated. Graduation exercises will occur every three months.

THE TUTORS

The Tutors of the School of Humanity cannot encompass all knowledge. They will be full participants in the learning experience, delving with the student into the byways of the past, searching for a clue and an answer to the problem that interests them.

Though they will necessarily have exceptional mastery of their major area of inquiry, the Tutors' primary function will not be that of imparting knowledge, but rather of walking with the student through the pathways of thought and history. Each Tutor must be able to grasp the spark of interest he sees in a student, to make it come alive and then, gently and with great patience, to show the necessary connection between this spark of interest and the world of scholarship. It takes an exceptional person to perform this greatest of all teaching roles. Each tutor must be such a man.

ADMISSION

Selection of students will be by personal interview. A representative of the School will interview the prospective student, his parents or guardian, and his teachers and counselors. A demonstrated potential for creative thought

and activity is the primary requisite for admission.

SIZE OF THE SCHOOL

In deciding what size the school should be, we must balance the desirability of smallness and intimacy, with the financial savings of bigness. In no event should the School enroll more than 500 students.

WORK CREWS

Students will normally join a work crew during the morning or the afternoon hours. Work crews will, under experienced direction, perform building, maintenance and repair, expansion and improvement functions for the good of the school. The student's work will be reimbursed at the rate of $2.00 an hour, this money to be held for him to pay the expenses of the "year abroad." It is important that the "year abroad" be something that the student himself has earned. No student is required to participate in the work crews. On the other hand, the facilities of the School for sending the students abroad will be available only to those who have earned them. No student may graduate without having experienced the "year abroad."

STUDENT ACTIVITIES

Students of the School of Humanity will make and enforce their own social rules, will create their own committees to regulate the non-academic activities of the school, will plan and carry out their own activities according to their interests. A sum of money will be available for student activities and the students may spend it as they wish. Rules imposed by the Administration will be minimal and will grow out of the canons:
Canons of the School of Humanity: (1) The affairs, property and body of another person are sacred and inviolate; (2) The highest virtue is honesty, with oneself and with others.

Revised November, 1971

AUDIO-TUTORIAL EXPERIENCES IN THE CALIFORNIA COMMUNITY COLLEGES [a]

John R. Hinton
Dean, Cabrillo College

One might well begin with the twin questions "What is the California Community College System" and "How does Audio-Tutorial method appear as a solution to the problems of that system?"

There are 92[1] two-year colleges in the California Community College system, each with local control and administration, although each is partially supported financially by the State. The system enrolls over 600,000 students[2], i.e., about as many students now are in California Community Colleges as there were students in all the junior colleges of the nation in 1960. In California, this enrollment constitutes about 2/3 of the total higher education enrollment in public institutions in the State. Nearly 85% of all first-time freshme who enter higher education in California enroll in the community colleges.

A major problem which nearly all colleges must face is that of burgeoning enrollments. Community College enrollments in California are increasing nearly twice as fast as are enrollments in the nineteen colleges in the State's four-year system and the University of California's nine campuses combined. By 1975, the California Community Colleges expect an enrollment in excess of 900,000 students -- nearly four times more than in 1950, and half again as many students as there were in the system in 1969. In the quarter century from 1950 to 1975, the University of California system is expected to increase by 375,000 students; the California Community College system in that same period is expected to increase by 756,000 students.

Coupled to these rapidly increasing numbers of students is the related factor of state level support tendered to the community colleges. The amount of state support per student is decreasing as numbers of students rise more rapidly than increases in state support. In 1952, the state proportion of support for each student was nearly 48% of the community college current cost of education. It now stands at less than 30%. Local taxpayers, continuously called upon to furnish additional funds to educate additional numbers of students, grow reluctant. On the average, the local California taxpayer pays about 68¢ per one hundred dollars of assessed value on real property to support the local community colleges. Of state monies spent on the education of students in higher education, the community college gets only 13¢, while the state college gets 44¢ and the university gets 43¢. Of state monies for construction of facilities, the community college is supported to the extent of 12¢, the state colleges at 50¢, and the university system at 38¢. In short, the community colleges educate each student more economically than any other segment of higher education in the public sector in California. The per-student cost of educating a student in the state college is 35% higher than the cost of educating a

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[a] Paper presented at the Second Annual Audio-Tutorial System Conference at Purdue University, November, 1970.

student in the community college, while the cost is double for the university system. Average costs in the community colleges now stand at about $800 per student; in the state colleges, $1100; in the university undergraduate program, $1600. The problem of the California Community Colleges is that while their educational futures are bright, their financial futures are bleak.

As critical as this trend is for the colleges as institutions, it is even more significant when consideration is given to the various publics who attend the community colleges -- and they are multi-public institutions. Large numbers of high school graduates attend the community colleges for the first two or lower division years of the usual undergraduate four-year program -- i.e., the transfer students. Equally large numbers attend the community colleges for vocational education -- pre-employment and upgrading alike. Another public attends to secure a broad general education. The community services function of the community colleges brings to the campuses another large public for forums, films, lecture series, and other public educational or leisure events. No less significant is that rising group of the "disadvantaged" -- a group which in the past has not been college-going, and which yet can afford only the no-cost or low-cost community colleges. They are, perhaps, attracted to the community colleges by the developmental programs offered there and by which they can build the skills requisite to college-going success.

What brings a dilemma to the community college then, is its successes, and its strengths. It seeks to maintain an open door, with low or no tuition, and to take all who can come and profit from instruction. It has close proximity to homes, and appeals to the commuter student. It has a widespread geographic distribution which makes it more accessible to more people. It firmly believes in universal education through grade fourteen. It offers a variety of programs, designed to appeal to a variety of publics, including the undecided and the adult. It places an emphasis on teaching and learning, including second-chances, salvage, and an open door opportunity for the newest college-going groups from the society -- the disadvantaged. Will this dilemma go away? No -- according to the Carnegie Commission report on the Open Door Colleges[3]. Amongst other things, the Commission recommends that all persons in the nation be within commuting distance of the two-year colleges, except in some relatively rural areas. This would mean that fully 95% of the population will have available a nearby community college. To meet this requirement, the Commission recommends 230 to 280 new community colleges across the nation by 1980. There are now in the United States a thousand two-year colleges, of which ten percent are in California. The nation's community colleges now enroll nearly two million full- and part-time students -- about 30% of all students now in higher education. The average community college in California in 1968 enrolled 6982 students. By 1980, the average size is expected to be between 9,000 and 11,000 students. Growth of the community college population in California to between 900,000 and 1,000,000 students by 1980 means that California will need 29 to 34 new community colleges by then. In California, these colleges now register nearly sixty-one percent of all undergraduate enrollments in higher education. California thus leads the nation in this category.

The Carnegie Commission indicates a need for nearly 200,000 new two-year college teachers by 1980, and an additional 100,000 counselors, if the

counseling function is to be retained. (Cohen, 1969[4], suggests that the counselor will disappear in the community college in this decade!) Those now in the community colleges and in the audio-tutorial method need to make their voices heard in the teacher-training institutions -- there are teaching methods other than the lecture-recitation! The Carnegie report goes on to recommend that the two-year colleges remain two-year, stay comprehensive, develop further occupational programs, train students for new professions, keep the Open Door open, oppose high tuition, guide students, and continue to meet community needs. No, the dilemma of the two-year colleges will not go away.

Community College students are more like the general college-age population than are the students of any other segment of higher education. They are almost equal in their distribution of students with higher and lower levels of ability. The majority of students come from families of moderate to high levels in the hierarchy of occupations. They are dominantly from average income families. They are about half adult, from age 22 to 70, with a median age of 25. They tend to be professional and vocational in their objectives. They have far greater diversity than the students of other and selected segments of higher education.

Since 1965, the first rank among the problems perceived by the California community colleges has been a concern with the effectiveness and improvement of instruction.[5] This has culminated recently in state legislature recognition[6] of coordinated instruction systems -- one of which is the audio-tutorial method. Other coordinated instruction systems include instructional television, computer-assisted instruction, multi-media, programmed instruction, self-instruction, and learning centers. This new legislation appears to enable state reimbursement for attendance of students instructed by these newer methods -- a major change from reimbursement for instruction only when under the direct supervision of teachers credentialed by the State. The legislation would appear to invite expanded operation of audio-tutorials, for it permits operation of laboratories under the supervision of paraprofessionals, as long as credentialed instructors evaluate student needs and progress, supervise, and assign the final student grades. Audio-tutorials constitute a pertinent form of the instruction intended under this legislation.

Surely the appetites of the California community colleges will be whetted by the possibilities of reimbursement for newer forms of instruction. In addition to being now reimbursable, audio-tutorial holds much promise for the community colleges in the California system: it holds the potential of being able to serve more students than is possible with traditional methods, for less cost, in less time, with equal or greater learning, with a savings in space and facilities, while personalizing and individualizing instruction with an emphasis on compensating for individual differences.

What then, has been the audio-tutorial experience of the California community Colleges? Probably about the same as the experience everyone else has had with the method. California follows the instructional systems of Tyler[7], the method of Postlethwaite[8], the objectives of Mager[9], Popham[10], and Cohen[11], and the learning mastery of Bloom[12] -- all with so many variants that the apostles no longer recognize at whose tables they are feasting. The 1960's may have been the decade when

California became widely aware of self-directed instruction; the 1970's promise to be the decade of implementation. To ask what the colleges are doing with students in audio-tutorials is to compile a list of the active verbs which direct students in laboratory or field work -- listening to tapes, in or out of labs -- discussing content with instructors, instructional aides, or other students -- reading guides and supplements designed to chart the student through his learning environment -- viewing media, usually slides, filmstrips, loops, charts or graphs -- observing demonstrations, or doing them -- conducting experiments individually or in groups -- answering questions for self, other students, or instructors -- and solving problems requiring application of their learning. In short, 47 colleges (52%) now use audio-tutorial method for active instruction. Twenty-three additional colleges (35%) expect to be using audio-tutorial method in the next 3 to 5 years. Thus, 70 of the 92 colleges surveyed (87%) expect audio-tutorial method to be in application in less than the next half-decade.

Of those now using audio-tutorial method, 42% use it for at least one full course of instruction. Twenty-three percent additionally are using the method for laboratory instruction only. Still another 33% of the remaining audio-tutorial colleges indicated they were experimenting with audio-tutorial method. Of those not now using the method, a third indicate they are interested in the method and are watching its progress. Among the user colleges are audio-tutorials in 27 disciplines or discrete divisions of disciplines. Over half are now or will be in biology or life sciences (55%). One-third are doing or expect to do audio-tutorial mathematics. Nursing, languages, English, or reading follow at about 25%. Other disciplines follow, spread more thinly across institutions, and ranging from machine technology to United States history. Only 2 of the 92 colleges surveyed knew of audio-tutorial and had rejected it as a method of instruction. Only 2 had tried and abandoned audio-tutorial, and one of these expects to reinstate its A-T course.

Seventy-six percent use the independent study session -- the mainstay of the method. Forty-one percent use the general assembly session, although some GAS segments are not in any way related to the remainder of the audio-tutorial program. Fewer use the integrated quiz session or the small assembly session. Although these programs may have originally been close to the Postlethwalte model, they no longer remain so.

Equipment used in this variety of applications for audio-tutorials is diverse. Eighty-nine percent of the A-T colleges use collected, unmodified, usual AV equipment for audio-tutorials. A number of colleges are pioneering new equipment to meet audio-tutorial needs. One college (Los Angeles Valley) has fabricated a single slide unit. Another (Columbia Community College) is prototyping a dual cassette system - audio and visual. One college (Columbia Community College) is leading a mini-lab cooperative effort in biology. Still another (Mt. San Jacinto College) has gone into commercial production of software for the benefit of other colleges. New horizons are opening as audio-tutorial experiences expand. Commercial publishers are presenting cautious feelers into the A-T software markets.

What has been learned from the California experiences? Questions included in a recent study yield some generalized information.

1. Does A-T permit serving more students than can be served with traditional instruction? Many qualified their answers to say No -- that this was not the purpose of A-T, but that the method was intended to permit better instruction and learning. But 65% of the responses indicated YES -- that A-T serves more students as well or better than traditional instruction.

2. Has A-T resulted in an increase in the instructor-student ratio? Replies to this question split nearly 50-50. Apparently responses depended upon faculty abilities to hold the line on quality instruction in the face of administrative pressures to cope with more students, at less cost, other than the hidden cost of quality in instruction and learning.

3. Are there fewer withdrawals (drops) from audio-tutorial courses than there are in traditional courses? 50% responded YES, 46% indicated NO. One College (4%) felt that retention was worse under audio-tutorial method than it had been under conventional forms.

4. Has A-T adoption resulted in releasing instructors from routine information presentation? Again, the responses divided about half and half. Those answering YES noted information presentation had been replaced by question-answer or discussion modes -- an increase in the time instructors spend in contact with students as individuals or in small groups. Those who responded NO noted that lectures were still widely used, with audio-tutorial labs as supplements. An additional question asked that if the instructor was released from routine information presentation, how did he spend his newly-found time? 65% said they spent more time in contact with individual students; the remainder noted they spent additional time in the development of instructional materials. Some, obviously new to the ways of A-T, responded with the question "What newly-found time?" It should be pointed out that A-T does not insure instructor-student contact; it only provides increased opportunities for it.

5. Is there a cost-benefit gain in the use of audio-tutorial? Those answering YES indicated A-T was less costly per student, requires fewer stations, and fewer pieces of sophisticated demonstration equipment in less space. Others commented that equipment used in A-T, because of economies in number of set-ups required, could be of higher quality in the fewer stations needed.

6. Do students learn in less time by A-T, i.e., time-to-mastery? 76% of the respondents felt that students indeed learned more in the same time by A-T compared with conventional instruction. Asked for evidence that this was so, however, most colleges indicated that grades awarded were used as the measure of increased student learning. This seems close to the self-fulfilling prophecy category, for one might well ask what happened to overall institutional grading practices. One college was checked and a short study indicated that in that institution in the past five years, 58% more A grades were now being

awarded, B grades had increased by some 40+%, C's by 34% -- all of which seems to indicate how much better instruction is than it was five years ago! It should be noted that three out of every four schools are without evidence of the superiority of A-T over conventional instruction, although they firmly believe A-T to be superior.

7. Has A-T adopted the 90-90 criteria of programmed instruction? NO. No studies were found to indicate these adoptions -- perhaps because of the contaminations stemming from gross differences in objectives.

8. Have A-T instructors adopted a "systems" approach in the separate components of A-T method? Generally No. Lectures have been amended or altered, but not "systematized". A-T as a total, however, lends to a systems approach though few instructors adhere closely to the system -- i.e., analysis of needs, selection of method, feedback, revision, etc.

9. Has A-T resulted in increased use of paraprofessionals? NO, except in some of the supportive services, i.e., graphics, AV technicians, lab mechanics of checking out materials, etc., but not in content areas of the various disciplines. This is perhaps a result of the two-year tenure of students in the community colleges, the lack of graduate students, past inabilities to secure reimbursements, or other factors.

10. What comparisons have been made between instruction by audio-tutorial and traditional methods? FEW. The usual comparison is by grades awarded, with little control vs. experimental comparison. Numerous reflections have been made in terms of pre-A-T and post-A-T circumstances with instruction by the same instructor -- deeply contaminated by changes in over-all grading practices. Such reportings also assume that grades measure learning of content rather than relative rankings of participating students. More data is sorely needed on this point.

11. Does the use of systems approach in A-T result in feedback from students and systems revision? YES -- more in A-T than in traditional instruction, but not always, and seemingly not necessarily. This depends on the individual instructor. Some "canned" A-T units seem to remain as unchanged as traditional lectures for some instructors. But 87% of the respondents said YES, and the survey instrument did not ask for evidence!

12. What changes in grade distributions have occurred when A-T was introduced? Data on this was weak, but claims were made that students did indeed increase in performance, ranging from one-half to two full grade points on grade-point-average increase by A-T. As a whole, it would appear that there is an increase of from one-half to one full grade point in the B and C grade brackets, and fewer D and F grades.

13. How does the A-T student assess individualization of instruction in A-T courses? Mainly in terms of personal time convenience, in terms of self-pacing, and in terms of opportunities to

repeat slide or taped materials. Students also indicated that while they liked audio-tutorial units and courses, they preferred these close to an instructor who could help with content questions.

14. Does A-T depend upon terminal performance objectives? NO -- although these vary from visually assisted programmed instruction to tape-slide presentations. Some disciplines find behavioral objectives easier to develop than other disciplines. Still, 68% of respondents indicated YES, although their TPO's apparently were not published and did not need to be known by students for A-T to be effective.

15. In a question concerning administrative placement of A-T's responses indicate the most common placement is with the discipline-department, followed by the learning center, the library or in divisions of related disciplines. A second question concerning expected administrative placement in five years indicates a trend toward generalized learning centers.

16. Does hardware make a difference? YES -- specifically in terms that it either works or it doesn't work. Discussions with students in A-T situations further indicates that the student measures the commitment of an institution to the method in terms of the carrel and equipment provided. To the extent that the carrel becomes the managed educational environment in which the student is placed to work with designed instructional materials, the carrel and its equipment does seem significant. Discussions with students and instructors lead to the conclusion that the learning carrel should be spacious and efficient -- and as nearly trouble-free as possible. It should also be an esthetically pleasing educational environment. It further should be specifically designed for audio-tutorial use and easily manageable by the student and the instructor.

There are numerous facets of audio-tutorial applications about which little is yet known. Is there a difference in A-T operations or practices in the small college compared to the large college? Do higher grade point average students relate to audio-tutorials differently than lower-GPA groups? What potential is offered in the A-T learning center separated somewhat from the discipline instructors? What is the long-term retention of learning acquired by A-T method? Is there indeed a time savings in A-T method or simply inefficient use of time in traditional methods?

There are two sweeping questions yet unanswered in considerations of audio-tutorial instruction. One asks "What is the instructor load to be in a well-functioning audio-tutorial?" The other asks" How does the purpose of A-T remain focused on learning -- to have students learn better -- rather than only being able to serve more students the same quality of education they might receive by traditional methods but at less cost?"

What comment stems from experiences with audio-tutorial in California? First, teachers are not put <u>out</u> of work by this adoption of educational technology -- rather, they have been put <u>to</u> work. But they have been put to work in a changed role. They are no longer dispensers of information

but have become educational resources available to individual students -- as available as resources as are books in the library. They have become managers of the educational environment of the student, and designers of the materials with which the student works. The teacher has become a planner, a coordinator, a manager and a consultant to the student -- an educational environmentalist and educational ecologist in either the biologic or sociologic sense.

Students are not humiliated by content confrontations which indicate their lack of knowledge -- except in front of others. The audio-tutorial carrel circumstance permits a quiet confrontation with content -- sometimes so quiet that even the instructor does not know how often the student repeated the material before it was mastered. When the student interacts with the instructor, feedback affords an opportunity to revise and improve the materials used, and strengthens the new role of the instructor.

Not all teachers will opt for this changed role -- and A-T method in this sense seems like any other method. Some teachers can make it work, some teachers cannot. Some teachers can make it work well, others will fail.

The study leads to the suggestion that the beginning instructor be given the greatest resource base the school can afford -- materials from which to choose. He might best be started into audio-tutorial with 35mm slides, for they offer a wide range of selection, can easily be converted into other mediums, and offer an immense flexibility for revision. In A-T carrels, film loops appear over-rated -- although they may well be valuable at some other place in the A-T lab. Few A-T's use 16mm film in carrels, although again, they may serve outside the carrels. There was little or no use of videosystems associated with A-T. What the future might bring with video-cassettes is still open to conjecture. Single and multiple-frame super 8mm loops may become a much more common feature in the future, for they appear to combine the technical capability of programmed instruction with a visual component vital to A-T learning.

The study concludes with four general observations. First, give the beginning A-T instructor gross amounts of time for development of materials. Second, provide him with an abundant beginning budget, for an immense collection of materials is required for him to be able to select those most pertinent for his purposes -- slides, for example, by the thousands. Third, allow the new instructor released time before sending twice his usual number of students to be served by A-T. Surely there can be some compromise between the numbers to be served and the quality of that service. Fourth, provide the instructor with quality equipment -- carrels, for example, which have been designed for A-T. Too many times great improvements in performance are expected backed up only by a twenty dollar tape playback run by a rubber band, and a plastic hand-held filmstrip or slide viewer. We need to provide the materials and equipment demanded to do the job.

The study found that students and instructors generally feel that audio-tutorials are more individualized, more personalized, more efficient, more effective, and more economical than are the traditional methods of instruction. It is further convenient for students, enjoyed by students, provides for individual differences, and allows for self-pacing and repetition. Above all, it provides us with a new awareness of purpose -- that the goal of education is not just good teaching, but effective learning.

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3. Carnegie Commission for Higher Education, The Open Door College, 1970,

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PORTLAND COMMUNITY COLLEGE IS AN "EDUCATIONAL SHOPPING CENTER"

Amo De Bernardis
President, Portland Community College

Before deciding that comparing an educational institution with a shopping center is heresy, consider the following analogy:

> *Education is a business: it develops and markets a product - its programs; its has customers - its students; it has an economic base - funds from the public and the students.*

How does a shopping center attract and hold its buying public, its people?

By getting close to them, by satisfying their needs, by offering them free choices and making them aware of alternative products, and by stimulating them to action. Every part of the shopping center is organized to seize attention, to inform (about products), to motivate to buy. Everything possible is done to make it easy for the consumer to move from his first contact with the product to the sale.

Complete customer satisfaction is the intention; every service is pointed towards that satisfaction, and towards keeping the customer in the center and bringing him back again. One easily moves from store to store, and from product to product, testing and comparing--sometimes just looking.

Why should we treat the educational consumer any differently?

> *In a shopping center, you can buy what you need; you don't have to purchase a suit or a shirt to get a tie. And whatever you want, the store will sell it to you in the unit you desire: a single one, six at a time, or a whole case.*

Our educational products need to be merchandised in the same way, to give the same kind of consumer satisfaction. At Portland Community College we try to keep every program, every course, even course units within courses, flexible and open to combinations which fit "people needs." Programs are planned for the individual, and modified or altered or changed in any way which will help him to reach his goals, to satisfy his interests, and to strengthen his abilities.

In a shopping center you have no difficulty finding out what's for sale....it it is a packaged and openly displayed, clearly labeled, priced and described. You can compare product, value and cost easily.

We should make sure we display the label and describe our educational offerings just as clearly. Portland Community College works at this through "look-in facilities," open classes, highly visual publications and brochures, plant layout which encourages student contact with a variety of learning areas. A unique modularized catalog is being planned

which will offer much easier direct comparison of programs, courses, and study units. We try to promote the idea of educational exploration. The open mall design which is a distinctive feature of many shopping centers has been applied at Portland Community College's new campus. Large view windows which make a "look-in facility" out of every program space were a direct outgrowth of the concept.

Students passing from study areas to classrooms to the Library and Commons can see into the workspace of every area. Many are highly interested by what they see. There is already evidence that many students find themselves exploring new areas by contacts made in this way.

> *Professional customer-service personnel are always ready to help you in every successful shopping center; they guide and inform you, making sure the products they sell serve you as you need and desire.*

The community college must make certain its educational customers are just as well served, by advisers and counselors, by instructors and administrators. At Portland Community College the instructors', counselors', and administrators' offices are grouped around learning resource areas and student study spaces, not hidden but where they can be found. Convenient access to professional personnel is made possible by the open "shopping center" physical layout.

Every large shopping center has a busy Information Center for community activities as well as shopping assistance. And every shopping center makes full use of every possible tie to its communities to build good relationships as well as to inform customers.

The community college which hopes to keep close to the pulse of its public must have a parallel information operation, making sure that not only students but the community at large, know a great deal about the college operation and its opportunities for everyone. Portland Community College has a full-scale community relations and information program, where the staff take the college to the community and the community is brought to the college through meetings, news media and visitations. Any information van, to carry displays, information, and counselors to the community, and another van which will take a working classroom with teaching and auxiliary staff to the surrounding communities, will soon be on the move.

> *The "Complaint Department" is always open for action at any well-run store or shopping center. Customer satisfaction often hinges on simple yet highly necessary adjustment.*

The community college should also provide a "complaint department," through an "open door" to advisers, counselors, and administrators, for "complaints" relating to instructional programs, procedures, and processes.

Portland Community College staff (instructors, counselors, administrators) are available to students. In addition, there is a College Ombudsman whose responsibility is to seek an equitable solution to any sticky problem, working with any means and at any level. Every student or staff member can go directly to this administrator for any problem on which he needs help.

In any shopping center that stays in business, nobody is made to feel insignificant and none is treated like a second-class citizen. One gets the same courteous, helpful service whether buying high-style women's clothing or do-it-yourself plumbing supplies. Do we do as well in the community college?

In far too many community colleges the "academic" student is treated much differently than the "vocational-career" student. We create the difference in feeling towards these students by our own attitudes toward "academic" and "vocational" education.

At Portland Community College, the College is organized into six divisions which integrate within each division related course work in all areas, with no distinction between the "academic" and the "vocational." Dignity of choice and respect for the individual is the underlying theme.

> *Not everyone likes to work in a shopping center, nor is everyone capable of working there. It takes a different kind of employee--one who likes and is able to meet many people from a broad cross section of the public in an atmosphere of change, bustle, and excitement. He is always looking for new and better ways to market his product. He has to be a completely different kind of person from the neighborhood grocery employee.*

Likewise, not every instructor and administrator is suited to work in an "open door" community college. This institution is committed to change, and, as such, the intellectual and physical environment is always in a state of flux. The "open door" community college staff must be able to handle a wide range of students with diverse needs and interests. Some people do not like to work in this kind of an atmosphere; however, for those who do, the commitments of the institution demand that they be excited by change and challenged by the complex needs of the student body. They must be willing to look at change and create new programs to meet the needs of students and the community.

> *Buyers return <u>again and again</u> to the successful shopping center, for the same and different products.*

Educational consumers, both youth and adult, should return again and again to the true community college, to fill their educational and cultural needs and desires at a variety of levels. The retraining and reeducation cycle increasingly demanded by the modern world should be as easy and as satisfying as the repeat purchase at a shopping center....and as easy to accomplish.

> *Every successful shopping center <u>guarantees satisfaction</u> with its products. If you buy something at a shopping center and it doesn't satisfy you, you can return the product for exchange or refund.*

The most effective community college programs of the future will make provision for continued training or retraining when any student finds that his educational product, in which he invested his time and tuition, failed to prepare him for what he must do on the job. And who knows, someday the college may guarantee the results - with refund for poor product performance.

The college should keep in touch with its students to get the most practical feedback information: "How are you doing on the job?" And the college should act on this feedback, to change and modify its programs. This is a major reason Portland Community College operates nearly one hundred advisory committees covering every major program field, and is developing an extensive student follow-up program.

> *There is a warm and people-centered feeling about any successful shopping center. It is created not only by the colorful, open and inviting spaces, but also by the basic human relationships involved.*

Everyone goes his own way, intent on what he is seeking. Yet there is little feeling of competition or pressure. Everyone knows there's enough in stock for all and that there are many choices to be made to satisfy personal needs and interests.

Every true community college should reflect much the same environment planned for people. The educational shopping center idea helps to create that situation in the community college, through strengthening student understanding and confidence in receiving personal learning satisfactions in each program for each person with human dignity and respect. There should be the feeling that all you need is time to study and participate. The total environment should invite one to stay, relax, and enjoy the learning experience.

> *In every successful shopping center, the process of self-motivation is an important psychological factor. Every customer is carefully guided to find whatever he came seeking. It has a peculiar kind of holding power because it keeps the customer in the middle of the process of satisfying his wants.*

In the community college, the same shopping center pattern can help the student clarify and change educational and career goals; can create student desire for further learning; and can motivate each learner to build satisfactions for himself through exploration, investigation, and learning achievement. The policy at Portland Community College that students are not put on "academic probation," are not "flunked out" of the college, are allowed to fail and try again, encourages the student to explore, to find himself and gain confidence.

All of the factors mentioned in the "Educational Shopping Center" concept, in fact, depend as much on an attitude and approach to be used by every person in contact with students as on any specific set of techniques, methods, or practices. What is most important is a committed staff effort to make the most of the opportunities created by the concept.

In the open and exciting physical plant created by the shopping center idea, the same attention to "customer satisfaction" and welfare, the same individualized attention and warm personal treatment, can pay large dividends, as does the individual customer contact in every store in any shopping center.

It is even more incumbent on professional educators, dedicated to achieving the greatest potential development of each individual, to carry out such a warmly personal and professional relationship than it is on the part of any commercially-motivated seller of goods.

Portland Community College shopping center is more than a physical arrangement of space. It is the people who work there and make the facilities work for students--the customers of the shopping center. The "Educational Shopping Center" concept can furnish a highly practical, useful and effective model for the college and can help to create truly a "people's college."

A CURRENT DILEMMA

Norman F. Roberts
Leeward Community College

The purpose of this paper is to discuss the widening communications gap between two great segments of the educational community. For want of better terminology I shall refer to one segment as "the educationists" by whom I shall mean those practitioners of Education as a scholarly discipline. The other segment of the educational community I shall designate "the humanists" by whom I shall mean those practitioners and transmitters of our traditional academic disciplines, the humanities, which include art, music, literature, history, and philosophy. I would be the first to admit that the world of Academia is not to be so neatly split as my two segments would suggest. Yet for reasons which I hope to develop in the course of the following discussion, it appears to me that much insight is to be gained by viewing the educational community as if it were composed of two segments each of which at times has an extreme difficulty in communicating with the other.

It appears that there is a great and unresolvable gap between the educationists, on the one hand, and the humanists, on the other. Both sides have their beliefs which make their worlds go around, but the bulk of the available evidence seems to suggest that the educationists have an empirical margin. Humanists, however, have centuries of tradition which not even the most thorough-going revolution could hope to completely eradicate. Before educationists and humanists stop communicating entirely, it behooves someone to attempt the role of peacemaker and try to bring about some sort of reconciliation. The ideal goal of such a peacemaking attempt is to humanize the educationists and to educationize the humanists. I hope to show in the pages that follow that the attainment of this goal is not as impossible as it may seem to some of us at the present time.

Many humanists see education as inculcating values and tend to view the educationist as a mere methodologist, a charlatan with a bag of tricks with which to deceive the unknowing. To the humanist the method or methods by which the learner is led to the content to be learned seem less relevant than the content. The humanist tends to feel that it is the content which is all important. He also tends to feel that not everyone can learn the content. Because he feels this way, he is not greatly concerned about various possible methods of instruction which might facilitate the learning of the content. He knows from his teaching experience that some of his students learn and that some of his students do not learn. He tends to accept this state of affairs as "just the way things are" and does not worry too much about what he might have done to help more of his students learn more of the content.

Many educationists, on the other hand, believe (and have empirical evidence of a sort to support this belief) that anyone, or at least 95% of the populace can learn. These same educationists further believe that various learning strategies can be devised which will effect learning in individuals who have

not learned from traditional methods. To help more people learn more content, some educationists would go as far as to have all content neatly categorized and arranged in a hierarchy of difficulty. From such a taxonomy could be selected a given set of categories which could be arranged in a learning sequence. The student could then learn an item at a time until he had mastered the sequence. There would be an objective means of evaluating both learning and teaching because goals and objectives could thus be made specific.

Most humanists would probably have no objection to such a segmenting and classifying of content. Some of them might even be willing to assist in the operation at some of the lower levels of the hierarchy. After all, most humanists believe that a little knowledge is good for the soul and even though it may do no great amount of good, at least it will do no great amount of harm. However, because humanists are concerned with content and not with learning strategies, they are not easily interested in either applying or developing more effective ways of presenting the content to the students who come to learn it. Humanists continue to teach the way they were taught because they believe in their discipline. They also believe that there is no royal road to the mastery of their discipline. If the learner cannot follow where the humanist leads, it may be unfortunate, but the humanist believes that some can learn and some cannot. (The educationist at this point accuses the humanist of being inhumane, and the humanist accuses the educationist of being unrealistic. They either stop talking or start shouting at each other. In any case they are no longer communicating.)

The evidence from experiments in learning performed over the past seventy-five years supports the educationist position. The humanist has tended to ignore this same body of evidence for a variety of reasons among which are the following: It is behavioristic. It won't work on people. It isn't interesting. It doesn't have implications for the discipline. The list of rationalizations could go on endlessly. As mentioned above, the humanist feels that he has the weight of tradition on his side, and because of this feeling, the evidence of learning research is left to pile up. At present some educationists feel that the evidence on which learning theory is based is already a counter-tradition sufficiently powerful to attack successfully the citadel of tradition. Nothing short of a successful attack will suffice. Some educationists already say that because of two powerful pieces of artillery--measurable objectives and accountability--the traditional humanist learning is already finished.

The educationist claims that when it is known what is to be learned, it is then possible to devise learning strategies that will bring about successful learning. Because the educationist does not have the key to content, he demands (because no one requests any more) that the humanist reveal what constitutes the content of his discipline. The humanist, however, cannot specify the nature of his subject matter because he has never before had to do so. Somewhere he has a set of categories, but he has never had to articulate these categories in specific terms nor in a hierarchy of difficulty of learning. Some humanists may try to avoid the issue by maintaining that the content of his discipline is of such a nature that it cannot be precisely specified. A humanist of this extreme position claims that there are no right answers, only interpretations. He may have a point, but what he overlooks is the evidence on which interpretations are based. Evidence can be established--the whole structure of Western civilization is based on this principle. Scholars, scientists, philosophers, lawyers, physicians, engineers, and mechanics all have their procedures for establishing evidence. In fact, the whole justification for any scholarly activity, research in particular, is to establish evidence on which interpretations can be based.

It should follow, then, that what is empirical can be specified provided that the humanist who is to do the specifying knows himself what is empirical. The problem which the humanist who would do this specifying faces is that the humanistic disciplines are not based so much upon the empirical evidence as upon the scholarly interpretation of the evidence. Within a given humanistic discipline there are contending schools of thought which prevent agreement over a wide spectrum. It is the interplay of these contending schools which results in the discovery of new evidence upon which new schools may be founded to further contention. (Of course the same kinds of controversies prevail in the discipline of education except that most educationists never mention this fact when they are haranging humanists to agree on what it is that the humanists are supposed to be teaching.) Because the humanist has not looked long nor critically at education, he is at a loss to counter the demands of the educationist. The humanist needs to examine what education has to offer if only to be able to make the following vague rejoinder: "It does not appear that education is entirely clear on the short term implications of this particular claim. Therefore, in the absence of empirical proof, I must reserve judgment. Moreover, it is impossible to contemplate any adoption of a methodology based on such a claim until there is more evidence on which to base a reasonable interpretation."

The educationist cannot, however, fully support his claims because his evidence is contradictory. Many of the studies which purport to substantiate claims for strategies and methodologies were, for the most part, designed to produce confirmatory evidence not empirical evidence. Thus the hypothetical humanistic answer given above will hold. The educationist cannot do what he claims he is able to do. The humanist is at least honest--he doesn't claim to have anything that everyone can find a use for. He claims only that what he has may be of use to certain people who are willing to put forth the effort to master the discipline. One studies a humanity because somehow he derives pleasure from studying it. The humanist claims that studying the humanities makes an individual's life richer (but not necessarily the individual). If there is an objective way to measure the degree of richness of life resulting from humanistic learning, no one has yet demonstrated it. Thus hardly a single humanist will make a claim for the practicality of what he teaches.

Most educationists, however, are practical people concerned with getting things done. Teaching is a practical matter. Determining the outcomes of instruction is another practical matter because those who pay for the education of their children have a right to know what it is they are paying for. Too many educationists make the error of assuming that teachers of humanistic disciplines have the same or similar practical goals which is not usually the case. Humanistic learning is valued for its own sake, and it provides for the individual, successful learner the positive reinforcement necessary for him to maintain continued learning. Not everyone approaches the same thing in the same way nor is there any reason why everyone should. Among the concerns of the educationist are methodology, strategies of learning, sequences of learning, administration of institutions, and showing results. These are all practical considerations which the humanist claims he can do without. Perhaps the humanist can do without practical matters; perhaps also he may soon be given to opportunity to do so.

In the meantime the educationist is left holding the bag. He must attempt to convince the humanist that education and its practical considerations have intellectual respectability. If he is unsuccessful, the public may withdraw its support from the seemingly impractical humanities. At this point I will politely suggest that the reason for the educationists' lack of success in converting the humanities is because they have used the wrong approach. Educationists have tried to sell their wares under the rubric of improved teaching and efficient learning. As I have suggested above, these are not considerations which humanists seem to care very much about--whether or not they should is at best debatable, at worst, meaningless--the fact is that the humanist doesn't care, and it is with this fact that the educationist must deal. What can the educationist do in this situation?

There is a precedent although it may prove too humbling for most educationists to accept. Just as Mohammed went to the mountain, so the educationist must go to the humanist. Why? Because the educationist is the one who wants to do something. Because he is the one who wants to make the changes in the system. He must be straightforward. He must be respectful. He must say, "Look, I don't know what you are doing. Can you explain it to me so that I, in turn, can convince the powers that be that you are doing a worthy job. Unless we convince the public, they won't continue to support us. Do you think this might work?" Such an appeal to humanistic vanity could not go unanswered. Humanists can easily be led where they cannot be driven.

One of the most recent tools for bridging the gap between education and humanism is the precisely stated objective. The objective is stated in operational terms and delineates the task, the conditions for its performance, and the criteria indicating successful completion. The concept of the objective has not been received kindly by practitioners of humanistic disciplines. What seems to me to be the problem is that neither educationists nor humanists seem willing to learn to use the jargon of the other. Both are interested in teaching and learning. Both talk about teaching and learning, but when they talk, even when they are saying the same thing, they are using mutually unintelligible terminologies.

I believe that both educationists and humanists have legitimate reasons for their reluctance to learn how to communicate with the other. When a person has spent several years learning his discipline and learning how to communicate with fellow practioners, he sees no necessity for communicating with outsiders. Such communication all too frequently gets put down as "popularization" or "oversimplification". Technical language serves to mark the practitioner and to exclude the outsider. In this sense the jargon is the discipline. The concepts which the language used by practitioners of a discipline symbolize are perfectly translatable into the languages of other disciplines. The initiate believes that any such translation is something less than the truth possibly because his understanding of other disciplines is at an elementary level. Nevertheless, the fact that such an opinion about the quality of translated concepts may be in error changes nothing.

When different languages cause communications problems we generally seek the services of an interpreter or translator. I suggest that the same is possible when different academic disciplines cause communications problems. That there are not very many capable translators available at the moment should not discourage those among us who are seeking to solve the problem. It is up to us

to begin the training of translators--humanists who can speak educationese and educationists who are conversant in one or more disciplinary jargons. These translators will seek out the masters and ask to be instructed in the great truths. When these humble translators have demonstrated that they have mastered the discipline, they will write objectives. When the disciplinarian agrees that the objectives almost capture the essence of truth, the translator's job is done and he can move on to the next hold out.

Where will we find this translator with the patience of Job. He will most likely come from the disciplines and colleges of education. He may be found in the ranks of master teachers who can say what it is they do when they teach. Whoever these translators may be and wherever they may be found, they must be sought out for the bridging of the communications gap and the writing of adequate objectives are too important to be put in the hands of any one else.

THREE R's IN FOREIGN LANGUAGE EDUCATION: RESPECT, RESPONSIBILITY, RESOURCEFULNESS[1]

Henry Niedzielski
University of Hawaii Manoa

With the recent trend toward abolishing FL requirements, it is becoming increasingly difficult to find a state foreign language newsletter which does not report some concern about dropout, attrition, rebellion or abolition. A healthy reaction to this trend has been an increasing number of articles, surveys, reports and even books on student motivation--enough has not been said, however, about teacher motivation. Several sessions in recent local, state and national professional conventions have also examined student attitude, student motivation and other related topics. Even the first volume of The Britannica Review of Foreign Language Education sounds pessimistic in the report by Leon A. Jakobovits that "all is not well with the FL curriculum."

Several solutions have been proposed to answer students' accusations and to remedy some of the problems stated above. The best one might still be that of Jakobovits, who suggests that in order to obtain good results and accrued satisfaction it is advisable to "teach only those who are motivated to learn and teach only those things they are interested in acquiring. This is a rational solution since learning without interest simply does not take place."[2] This will sound like a joke to some of the people entrusted with FL programs or classes. But perhaps those are rather confused about some of the students' grievances and demands. For instance, a state FL specialist has expressed the opinion that students find most college language requirements not "relevant" because they claim the right to control their academic program and because the requirements do not correspond to their educational and career goals. So, as a solution, he advocates the substitution of an entrance FL requirement for the graduation requirement, thus conveniently moving the problem from the college to the high school level; and he reasserts that FL studies are relevant "to all but the most adamant cultural and political isolationists." This argument is irrefutable but it answers the charge about "irrelevance" of the foreign language requirment as if foreign language study in general were "irrelevant." Ask almost any student and he will say: "We are against the existing FL program or requirement because it is not relevant." Relevant to what? Certainly not to the FL specialist's or the teachers' ideas, but to the students' ideas, to their own Weltanschauung! We did ask and that was their answer.[3]

A revolutionary leader campaigning against the FL requirement at the University of Hawaii wrote: "Stop treating students like children." I will say: "Treat your students as you want them to treat you." In other words, SHOW THEM RESPECT. Or as Jane Bourque says: "Love thy students as thy language. You are not running off dittoes when you are teaching students. They are not carbon copies of yourself. The language is to become their tool, their personal enrichment. Therefore, expect them to 'do their own thing' with it."[4]

You respect your students when you trust their judgment, when you agree to teach them what they want to learn either because they find it "relevant," or because you make it so attractive that they can't help being interested. If "foreign language teachers...still do not know how to teach true reading comprehension, how to move students from the drudgery of dialogue memorization and pattern practice to free and correct conversation, or how to balance the presentation of cultural material with skill practice,"[5] they might ask their students for help. Chances are that their request will be met eagerly because respect engenders respectfulness and because sympathy from the teacher will create affection for him.

But how do you ask for your students' help? How do you obtain their unlimited cooperation?

Step 1 - *Prepare General Aims.*

You prepare broad purposes or goals which you would like to propose to your students as a general target to reach by the end of a school term. Most FL departments at any level have already formulated such broad purposes, sometimes improperly called "objectives." For instance, until very recently, the "objectives" for the French courses meeting the language requirement at the University of Hawaii were thus stated:

> *French 101-102 Elementary French.*
> *The aims of this course, in priority order, are: 1) to teach students to understand the language when spoken at a normal rate by a native speaker, 2) to speak, 3) to read and 4) to write French. Culture in the anthropologist's use of word is here a desirable but incidental acquisition.*
>
> *In order to assure maximum correlation between class and lab work, all sections follow the same schedule of lessons and labs. In order to assure uniformity of proficiency required and of grading, the mid term exam and the final exam are prepared and graded cooperatively...*
>
> *French 151-152 Intermediate French.*
> *The aims are identical with those of French 101-102 except that oral comprehension has now reached a level where it need no longer receive such prominence. This allows more stress on speaking, reading and writing. Again the classes are conducted in French and the examinations usually allow 50 percent for oral work and 50 percent for written work. A schedule distributed to all students assures correlation of lab and class work while cooperatively prepared tests and final assure uniformity of grading.*

As desirable as this uniformity may be for the sake of justice and objectivity, it is almost as harmful as that practiced by the French ministry of education in French overseas territories and ex-colonies. At this moment, a team of educational psychologists and linguists from the University of Hawaii is setting up in Laos an official program of instruction in the local native language because the Laotians rebelled against teaching materials relevant only to the French.

When the broad aims are not substantiated with more precisely defined behavioral objectives, they are about as practical and as useful to the students and to the teachers as an invitation which says: "Please join me in Tahiti for a nice long vacation 'a la francaise'," but with no definite address given and with the name of the host being a common one in Papeete. Such a meeting is quite feasible but it will not take place without frustration, impatience, or discouragement on the part of the guest, who is left too much in the dark. He might even rebel and decide that the vague rewards which are promised him are not worth all his anxiety.

This points to the need for precise objectives, clearly and fully stated.

Step 2 - *Draw Up Specific Objectives.*

Draw up varied, specific course objectives which you will submit for your students' choice and approval. The variety will be greater in some courses than in others but possible in all, even at the most elementary levels or in the most advanced and specialized literature classes. These objectives must state exactly what the students should be able to do at the end of the course.[6] For instance:

> *By the end of French 102 the students should be able to reach the following levels of proficiency:*
> *1. Listening Comprehension Objective (choice of one description):*
> *1.1 The students will understand questions and simple dialogues between native Frenchmen at an approximate speed of...syllables per minute. The vocabulary content of these questions and dialogues is to be limited to the approximately 3,000 words in Francais Fondamental and the grammatical structures should be limited to the list below.*
> *1.2 The students will understand a lecture in French delivered at ...syllables per minute and limited to the vocabulary of Francais Fondamental or to the students' field of interest and to the structures listed below.*
> *The students will also understand a conversation between two educated native speakers talking about a predetermined topic.*
> *1.3 The students will be able to listen to and understand a typical authentic news broadcast in French. The students will also be able to understand French movies.*

Step 3 - *Establish a Class Council.*

The class council is a friendly assembly made up of the students and the teacher for the purpose of discussing all important issues affecting members of the class, finding solutions to any problems considered and drawing up plans of operation to reach and implement these solutions. The meetings are conducted in a democratic manner patterned after club or committee meetings with the teacher serving as chairman. Such a chairman does not seek popularity but respect through recognition of his solid preparation and through appreciation of his tolerance and flexibility. A popular teacher is not always a good teacher; he may even become a bad teacher when, instead of influencing the students, he caters to and is controlled by them. At all times, he must

be a person of tact, firmness, and impartiality. He should create "an atmosphere of common respect and consideration. Not only should he respect the other members of the (...group), but he should try to maintain respect for one another among the conferees. All should remember that each participant in a well run conference has four rights:

1. The right to be recognized...;
2. The right to be heard (even if the leader needs to prod him occasionally to speak up);
3. The right to disagree--with anybody;
4. The right to "stick his neck out" without getting his head chopped off. Nobody ever makes a "stupid" suggestion in an earnest conference...even if it is somewhat impractical. (There have been times when an impractical suggestion has stimulated another to think of a valuable and highly practical idea.)"[7]

On the first day of class the teacher explains to the students the various options which they may choose as their objectives. Together, the students and the teacher determine which objective is most relevant to their needs, to their aspirations and to their aptitude. Various aptitude tests which already exist can be used. In the example above, any one of the three objectives may be chosen, or a combination. In addition, the delivery rate expressed in number of syllables per minute is illustrated to the students by means of normal recordings of English spoken at various speeds. Of course, these recordings, preselected by the teacher, are used only once at the beginning of the course to demonstrate how equal speeds seem average or normal in one's language and high or excessive in a foreign language. In all these class councils the teacher strictly limits himself to the role of convener, guide and inspirer, his main role for the remainder of the school term.

Step 4 - *Prepare Exams, Final and Sequential.*

Once the objectives have been specified, the teacher, with the cooperation of the students, makes up a criterion reference exam to test the students' terminal performance or achievement. Various types of activities may be used according to the nature of the objectives but the following questions should be kept in mind: What has to be tested? How will it be tested? (under what material conditions: in the laboratory, in the classroom, in writing, orally, etc.?) When will it be tested? (usually at the end of the semester or of the quarter but the duration also must be determined.) Why must it be tested? (mostly to tell the students they are ready to go on to the next higher level of instruction.) And who is going to test them? (they have a right to know who will examine them and where.)

If the purpose of the course is to teach a skill, it would be advisable to divide the task into several levels of achievement. Each sequential level terminates with a sequential test to be taken by the students as soon as they feel ready. In the example given in Step 2, if the final objective chosen by the students is option 1.1, and the speech rate adopted for the course final exam is 300 syllables per minute, the sequential tests can show a progression in the number of words learned, the difficulty of grammatical structures mastered, the richness and variety of cultural and literary content, the speed at which the student is able to understand.[8]

Step 5 - *Design the Curriculum.*

Although determined by the teacher, the specific objectives have been chosen by the students; and the ways and means to test whether they have been reached have also been established with student consent. The students know exactly what to anticipate and what to expect at the end of the course and at the end of each sequential level. Having participated in setting up its terminals, they want the course because it is relevant to them. The respect you have shown them in consulting them and trusting their judgment already starts bringing returns. Contrary to what happens in other courses where the teacher or the administration unilaterally decides what is good for the students and tries to motivate them within the "standard" course, the students know this course is tailored to them. They feel that they are "doing their own thing" and are motivated to learn. This is especially true when the objectives of the course are more specific and, to a certain extent, vary from one individual to another within the same class.

The students who are thus trusted and show respect display a strong sense of responsibility. They understand very well that they must do the learning and thus the studying; the teacher can only help them to learn by giving them study hints and directions, advice and encouragement, and by evaluating their progress. They know that the results will be the consequences of their own efforts and they will make sure that these will lead them to successful completion of the course as soon as possible.

The curriculum will be designed with that desire in mind. Since no two students learn in exactly the same manner because of different IQ's, different backgrounds, different attitudes, different physical strength, different will power, different interests, different majors and many other differences, it is a kind of malpractice to demand all of them to perform identically at the same time and to study in identical manner. A survey made over a period of two years at the University of Hawaii shows that students suffer increasingly from boredom--they want more and more varied instructional systems, books, journals, lectures, transparencies, pictures, tapes, filmstrips and films, games, research, field trips to restaurants and museums.[9]

Encourage your students' "curiosity, self-assertiveness, independence, individuality, and overt expressions of self-respect...We cannot teach critical independence by insisting on the mechanical application of memorized critical formulas. We cannot teach respect for thought by attending only to mechanics and forms of expression. We cannot teach honest self-expression by punishing disagreement with established opinions. We cannot teach students to be free citizens by treating them as witless ninnies."[10] Free and respected students have a better chance of becoming free and respectable citizens. They show a genuine interest in anything discussed spontaneously and then even develop a kindred feeling for their classmates and their teacher. When embarked on an individual project which they have chosen they quickly identify with it, become involved in research and part with it reluctantly.

In my phonetics classes, students have imagined all kinds of audiovisual aids to help them learn the phonatory apparatus, the vowel triangle, the rules for pronouncing or dropping the mute e, etc. In my structure classes, they have developed rules to translate from English to French and vice versa through the use of deep structures and underlying forms. In my undergraduate introductory course in Medieval French Culture and Language, they have discovered various illustrations of the daily life in France during the Middle Ages, and they have

built all kinds of props to make the class more alive and more real. On the graduate level, of course, various projects have been devised and carried out by the students, especially in the Seminar on Research Methods. Possibly, most university FL departments have similar projects at the graduate level? The more freedom you give a student, the more you trust him and make certain he is aware of it, the more committed he will be and the harder he will work, setting his gears into motion faster and faster.

Step 6 - *Choose the Basic Materials.*

One of the main tools and essential parts of the instructional system in teaching a foreign language is the textbook with accompanying tapes. The most "relevant" basic materials are self-instructional, because the student studies independently at home or in the language laboratory and comes to class to show off orally or in writing what he has learned, to pass a test or to ask the teacher to help him or direct him toward new avenues of learning. The tapes should be selected because they enable the student to learn by himself, and the book should be chosen because it definitely prepares the student for the final exam. Unfortunately, just the opposite happens many times. The final exam is made up on the basis of the materials contained in the book, which is chosen ahead of time because of extrinsic and incongruous qualities.

Not only should students know what they are preparing for, and what they will be expected to do at the end of the course, but they should be helped in all possible manner to reach these goals. One of the most efficient aids for students is to let them know at all times how they perform. This calls for materials which provide answers to the questions asked. Immediate confirmation or correction alleviates many problems such as building up faulty knowledge on false bases.

Materials without answer keys immediately available to the students leave them in the dark and frustrate them. Popular magazines like the Reader's Digest have realized this. They quickly provide answers to all questions on their quizzes. What is the pedagogical value of this guess-and-wait game? Who invented it? Is it not time to abandon it and show our students some respect? In some students' opinion, some teachers only want "to see whether the work had been done at home or not."[11] It is homework for homework's sake, not for learning.

But how can your students help you to choose the basic materials? It is rather difficult when you try to involve them in decision-making for the first time, especially in schools where the bookstore needs months to process an order. But where there is a will, there is a way. Just as a variety of objectives can be drawn up, a pool of various basic materials can be compiled by a central organization such as the state department of education. The teachers will present to the students the advantages and shortcomings of each, and a joint decision will be reached as to which to adopt. Another possible solution is to use a set of materials which is general enough to suit any objectives at a particular level. But perhaps the best approach is not to depend on a lock-step type of progression, but to let the students use any of several sets of materials locally available. Remember, we should not teach page 112 of a book A or book B. We should teach oral or written communication, or appreciation of an author's work, or internalization of a cultural trait. Their acquisition is like going to heaven: the road to it is not as important as getting there. Just like Saint Peter, the teacher

and the students will know whether they have made it or not through performance in class. This freedom is already given in some literature classes on the graduate level when various editions of a masterpiece are allowed. Why not extend it to all classes?

Step 7 - *Organize Display Sessions.*

Human nature is such that everyone who is not mentally ill likes to believe that he is as good as, if not better than, anyone else. For that reason, students will gladly display what they have learned outside of class if they are encouraged to do so. It is the role of the teacher to discover at the right time that a shy student has accomplished some work of good quality which he could proudly show his classmates orally or in writing if he only were not so timid. With some prodding he will perform publicly and, having been rewarded with general approval, he will come again for more recognition and more glory. It works every time. To help students cast off some of their protective coats of inhibition and isolationism, have them conduct some of the classes, one at a time, for a whole period or only part of it. They quickly warm up and soon forget their fears, slowly assuming their new role of group leader. They feel safer and safer, assured that no one will put them down; and, if somebody does try to embarrass them, they find themselves in their teacher's position--a new tie is created between them and their teacher. Instead of two camps--an idea so often expressed by teachers when they talk about this or the other side of the fence--the entire class, teacher and students, form one democratic group united by mutual respect and improved communication. And isn't communication a major and important raison d'être of all FL programs? One of the strongest claims of FL educators is that language learning is essential for better international communication because it develops in the students an awareness of an an appreication for foreign cultures. If they want to justify their claim, they will have to stress these two aspects of foreign language learning: communication and acculturation. The first is easy enough to reach if the students are encouraged to express themselves and are occasionally allowed to use English or even slightly defective pronunciation of the target language for the sake of communication. As Montaigne said long ago: "Si le francais n'y va pas, que le gason y aille." Phonetic deviations should be pointed out to the student near the end of the session and remedial exercises recommended. Mario Pei successfully used this method during the second world war." As for acculturation, one could parody Nelson Brooks and advise to teach the foreign culture really and not only about it. Cognitive and behavioral objectives can be reached through programmed instruction and individual initiative.[13]

Step 8 - *Use Imaginative Evaluation Procedures.*

As stated above, the only meaningful type of evaluation is that which determines whether a student has made the grade or not. He may take the test any time he is ready, but in order to proceed to a higher level he must take and pass it. Likewise, any student who endeavors to attain a superior result on a term paper, or on other projects, should not be penalized because he has not succeeded on his first attempt. Instead, he should be encouraged to try again and improve the quality of his product. This method of evaluation is already used for Ph.D. dissertations: with a little planning, it could easily be generalized. If the student needs additional help, he should be able to receive it in the regular class or, if necessary, in special retooling classes such as those which existed in France for several decades under the name of

"cours de rattrapage" and exist now at the University of Hawaii in Spanish. In these workshops, the student presents his individual problem to the teacher, who diagnoses its cause, prescribes a remedy, and directs him in carrying out the treatment. Upon successful completion of the same examination which the remainder of the original class has already passed, the student is reintegrated with the group.

Student initiative should be encouraged even in testing. His imagination should be exploited by the teacher, who also should bring to the class council various ideas on varied forms of testing achievement of the terminal or sequential objectives. In a literature class, students enjoy putting on a play. Moreover, while preparing for the performance they learn to understand and to feel the author's message much more and much better than by merely discussing his ideas, aesthetics, ethics, and techniques. "C'est en forgeant qu'on devient forgeron." In a language class, "C'est au pied du mur qu'on voit le macon."

Lonny Wiig, the leader of the anti-FL requirement at the University of Hawaii, reports in a letter addressed to the chairmen of the FL departments:

> *...When I taught Japanese last year, my mid-semester and final exams were given in the following way: Each student was asked to carry on a conversation with a native Jpanaese speaker of his choosing. The exam could be done anywhere on the island of Oahu. This is important. Some students were comfortable in an office, others in the lobby of the Waikiki Grand Hotel, yet others in a classroom. During the year I had tried to expose the students to a variety of Japanese speakers, and by the end of the year any given student had a fairly wide choice. In case any given student had no particular native speaker in mind, then we would go together to the lobby of the Waikiki Grand Hotel and ask a Japanese visitor if we might practice our Japanese with him.*
>
> *I explained the rules to the native speaker. For the first five minutes, he was to do his best to answer the student's questions with short answers. The student could talk about anything he wanted to, but the student was to lead the conversation, much as a census taker does most of the talking in a conversation with a homeowner. For the next five minutes, the native speaker could start asking questions, and I graded the student on his ability to slow the native speaker down, to get the native speaker to explain words that were confusing, and to make intelligent replies to what the native speaker asked or said. The possibilities for meaningful language testing, especially in Japanese, are endless. I guess it's basically a matter of how you define 'language'.*

These are only two examples of imaginative evaluation procedures. Many more already used by teachers could easily be found. But in order to find them "relevant," students should participate in choosing and implementing them.

In general conclusion, whenever you show a person respect, that person becomes responsible and resourceful. According to the definition given in the latest issue of the unabridged edition of the Random House Dictionary of the English Language, which lists in first place "person, n. 1.a a human being, whether man, woman or child," - students are persons. Therefore, treat them as persons, not as slaves, You will meet with a pleasant surprise: some of the most sullen, critical, distracting, negative, uninterested, slovenly students will be transformed into courteous, attentive, cooperative individuals, who, full

of principles and conviction, will persist in difficult tasks, utilize additional resources, and cheerfully complete all assignments. Some may even become confident and responsive ambassadors of French culture.

Footnotes

1. The French Review, Vol. XLIV, No. 4, March, 1971

2. Leon A. Jakobovits, "Motivation and Foreign Language Learning: Part A: Motivation and Learner Factors," Report to the 1970 Northeast Conference on the Teaching of Foreign Languages.

3. Henri Niedzielski, "Is our Curriculum Relevant?" Unpublished survey, University of Hawaii.

4. Jane Bourque, "Motiviation: some suggestions," Conneticut FL News Exchange, vol. XVI, no. 5, June 1970, p.2.

5. Robert W. Cannaday, "Foreign Language Requirements in the Schools: Frill, Burden, or Necessity," The Hawaiian Language Teacher, vol. 12, no. 2, June 1970, p.13.

6. cf. H. Ned. Seelye, "Performance Objectives for Teaching Cultural Concepts," FL Annals, vol. 3, no. 4, May 1970, pp. 566-578, and Florence Steiner, "Performance Objectives in the Teaching of Foreign Languages," FL Annals, vol. 3, no. 4, May 1970, pp. 579-591.

7. Hugh P. Fellows, The Art and Skill of Talking with People, Prentice-Hall, 1970, p. 172.

8. cf. Theodore Mueller and Henri Niedzielski, Conversations and Reading to accompany Basic French, New York, New Century, 1968.

9. Henri Niedzielski, "Give Students Variety," The Hawaii Language Teacher, vol. 12, no. 2, June 1970, pp. 23-30.

10. James Hoetker, "The Limitations and Advantages of Behavioral Objectives in the Arts and Humanities: A Guest Editorial," FL Annals, vol. 3, no. 4, May 1970, p. 563.

11. Theodore H. Mueller, "Student Attitude Study in the Basic French Courses--Spring 1970," an unpublished report on an experiment conducted at the University of Kentucky in Spring 1970.

12. Mario Pei, "A Memorable Experiment in Conversation," Quinto Linguo. January 1968, pp. 42-43.

13. cf. Henri Niedzielski, "Programmed Instruction in the Teaching of a Target Culture," an unpublished report presented at the 1968 general annual meeting of the Hawaii Association of Language Teachers.

Practical Questions Teachers Ask About Individualizing Instruction—and Some of the Answers [a]

Rita Stafford Dunn and Kenneth Dunn

A rapidly increasing number of schools and universities throughout the nation are focusing attention on developing or adopting improved and creative approaches to the teaching-learning process. Individualization has received more emphasis than other instructional strategies and, in an effort to initiate such a program, the following questions are frequently asked by interested (or concerned) teachers:

QUESTION	ANSWER
What does "individualization" really mean?	That each child in your group may • assume some responsibility for his own learning, and thus • become an independent learner, capable of progressing without being dependent on others, • learn at a pace (rate, speed) which is comfortable for him, • learn through materials which are related to his perceptual strengths (seeing, hearing, touching, acting out, combinations of senses, *etc.*), • learn on a level which is appropriate to his abilities, • relate the curriculum to his major interests, • learn in accordance with his own learning style (alone in small groups, through media, at night, *etc.*), • be graded in terms of his own achievement and not in comparison with others, • feel a sense of achievement and thus be able to develop self esteem and pride, and • select options from among a series of alternatives and participate actively in the decision-making areas of the learning process.

[a] Reproduced for non-commercial purposes from Audiovisual Instruction, Jan., 1972, pp.47-50.

2. How can a teacher do all these things for 30 or more children in a group when she has no assistance?

It's easier with clerical, parental, paraprofessional, or professional assistance, but it can be done effectively by one teacher with a 30:1 student ratio providing that teacher knows the techniques for individualizing

3. What are the techniques for individualizing instruction?

There are five basic ways of individualizing instruction:
- the contract method (which builds into it a series of excellent small-group techniques),
- instructional packages or educational materials,
- programed sequences (like SRA, IPI or Project Plan),
- work-study programs (like the Parkway School) and or internships, or
- community contribution programs (such as introduced in Cherry Creek, Colorado)

4. Which of these techniques is used in the British Primary Schools, the Open Classroom, and the Open Corridor Schools?

These three use essentially similar organizational patterns which rely heavily on the use of educational materials to stimulate learning. "Open Classrooms" are adaptations of the original British Primary Schools, but each class in both of these structures may differ markedly from every other. The "Open Corridor" schools were so named when previously unused corridors were pressed into service to provide more learning areas in older buildings where versions of an open classroom pattern were being tried.

5. Is the British Primary School something which we in the United States should emulate?

No. We should extract and adapt those features which appear to be appropriate to our youngsters, communities and faculties, but the British children, communities, faculties, and systems are very different from ours and their methods are not easily transferable.

6. Then should we discount individualizing through instructional materials?

No. Some instructional materials and many "packages" such as ESS, SAPA and SCIDS in science are excellent, but they should comprise only a portion of an instructional program

7. Why?

Because our youngsters are used to learning in a dynamic, exciting existence outside of the classroom, and any one type of instruction used in all of the curriculum areas will quickly lose the initial motivation of novelty, regardless of the excellence of the method.

8. Then do teachers in the United States need many methods?

Yes. Any variation will do, but several effective techniques each used in selected curriculum areas, will probably absorb our children indefinitely.

9. Be specific. Give examples.

One well-designed individualized program would provide contracts in social studies, programed materials in mathematics (supplemented by tapes and films), instructional packages in science, and a combination of these in reading and language arts.

10. I see, rather than rely on any single method, you'd suggest a variety of techniques as part of a total process. With which subject should I begin and with which techniques?

Begin with the curriculum area you like best. Assess the amount of money or materials available and then plan a program around that curriculum. If you've no money or materials, you'll either have to innovate or create materials. Learn some simple small-group techniques before you be-

INSTRUCTIONAL TECHNIQUES	EFFECTIVE UTILIZATION						
	No. In Group	Age Levels	CURRICULUM AREAS				
			Lang.	Math.	Sci.	Soc. Stud.	Prob. Solv.
Team Learning	5-8	5-18	●	●	●	●	●
Simulations	5-8	9-18	●			●	●
Role Playing	1-9	5-18	●	●	●	●	●
Learn. Activity Pkgs.	1-6	5-18	●	●	●	●	
Independent Contracts	1	5-18	●	●	●	●	
Team Task Force	3-6	5-18	●	●	●	●	●
Tutoring Teams	1-5	5-18	●	●	●	●	
Learning Circles	5-10	8-18	●	●	●	●	
Brainstorming	5-30	5-18	●			●	●
Multi-Media Projects	1-30	5-18	●	●	●	●	●
Community Contrib.	1-30	12-18	●	●	●	●	●
Working While Learning	1-30	14-18	●	●	●	●	●
Case Studies	1-30	9-18	●			●	●

gin and train the pupils to function independently through these. As the students mature, design an individualized plan for those who appear to be able to assume some responsibility for their own progress.

11. What are "small-group" techniques?

Methods of helping pupils to work independently with their peers. These should be used as a beginning step toward individualization. (See chart.)

12. Do any small-group techniques work best with bright pupils? With disruptive ones? With slower ones?

All of the techniques work well with motivated, intelligent and/or creative youngsters. Circle of Knowledge, team-learning, role-playing, case studies, brain-storming, and task forces tend to be effective with most children.

13. I want to individualize. What must I learn to do?

- Diagnose your pupils' academic abilities, perceptual strengths, learning style, major interests, and amount of self-discipline;
- help pupils to assume partial responsibility for their own learning;
- organize the room, the instructional materials, and the program for individualized learning;
- operate varied media effectively;
- win support from the pupils, parents, administrators, and the community;
- write individual learning prescriptions; and
- guide pupils through the learning process.

14. Won't that be a lot of work and won't it take a lot of time?

It will take time, but much of this is merely a reorganization and refocusing of what teachers always do.

15. How can I learn to use the small-group and individualized techniques?

Read about them, observe teachers who use them, try to implement them (preferably with a "partner" so that you may help each other over the rough times), and have an experienced person offer concrete suggestions for improve-

ment after he has worked with you in your classroom with your students. As you progress, you'll improve on the techniques and use them to your advantage.

16. Is individualizing instruction worth the effort it will take?

It's better for the students, and once accomplished, much easier for the teachers.

17. Do students learn more?

Most do, but it has other advantages. It reduces friction, tension and disruption because students aren't forced into little boxes; they may be themselves and move ahead in a way that makes them feel comfortable and worthwhile. It provides feelings of accomplishment for marginal children; it doesn't restrict the learning of the more able ones. It also helps youngsters to become lifetime learners rather than "under pressure" students.

18. Where can I see effective individualized programs?

Write to your own state education department for a suggested list.

19. Where can I get knowledgeable assistance?

Try your own administration; peers; the teachers' association; AECT; the National Education Association; the state education department; the Board of Cooperative Educational Services; the Office of Health, Education and Welfare, local colleges and universities, local professional groups; and the Association for Supervision and Curriculum Development. Also, look for well-reviewed books and articles on individualization.

Rita Stafford Dunn *is associate professor of education, St. John's University, Jamaica, N. Y. and* **Kenneth Dunn** *is superintendent of schools, Chappaqua, N. Y.*

SUPPLEMENTARY MATERIALS

RESULTS OF THE QUESTIONNAIRE TO EVALUATE THE FIRST HAWAII INNOVATIONS INSTITUTE

Jean A. Pezzoli
Associate Chairman of Final Report and Evaluation

SUMMARY

An attempt was made to evaluate procedural aspects of the First Hawaii Innovations Institute by administering a questionnaire to participants at the concluding session.

The results showed that all aspects of the conference were well received by the participants and that future conferences of this type should be planned.

The results of the questionnaire are presented and discussed in the report that follows. A list of recommendations for future conferences is also included.

INTRODUCTION

As organizers of the First Hawaii Innovations Institute held February 15-19, 1972 at the Princes Kaiulani Hotel, we were interested in making an assessment of the conference. We were less interested in what kinds of outcomes the participants gleaned for themselves, and more concerned with how well various conference activities facilitated such outcomes. The results of a questionnaire administered to participants at the last day of the conference are presented and discussed below.

Description of the Questionnaire

The questionnaire consisted of three sections. (See Attachment 1 for a copy of the questionnaire.) The first section consisted of 10 objective items where respondents were asked to circle a number from 1-6 to indicate their attitudes towards various mechanics of the conference and its planned activities. The second section employed a semantic differential format of 5 items to assess the attitudes of participants towards the discussion groups. The final section requested general comments.

Administration of the Questionnaire

Questionnaires were distributed and collected at the conclusion of the Saturday morning Summary Breakfast.

While over 250 persons attended the conference, only 211 officially registered. Of these, only 21% (n=55) filled out a questionnaire. Because this percentage is quite low even in comparison to usual returns on questionnaires, on this basis alone, one must question how representative the sample really is.

Tabulation of Results

For each of the 15 objective items, the mean and the standard deviation were computed. These results are summarized in Table 1.

Comments made in the Comments section were copied verbatim and included in Attachment 2. An index to topics covered by these comments was made and is presented in Table 2.

The reader is asked to review the data summarized in Tables 1 and 2 since only the more salient points are covered in the Discussion section that follows.

DISCUSSION

The results of the questionnaires were generally quite favorable as can be seen by the high average scores obtained on all test items.

The weakest point in planning the mechanics of the conference appeared to be on publicizing the institute and its various activities. Not only was the average score on the objective item covering this issue lowest, but also the standard deviation was highest, which reflects greater disagreement among respondents. In other words, some participants felt the publicity was quite good, while others felt it was quite poor. Despite our attempts to publicize through all channels and media, we evidently missed a segment of the population.

The strongest point in planning the conference concerned the offering of discussion groups rather than speeches. The average score on this item ceilinged out at the top end of the scale, and the standard deviation reflects a great deal of agreement among respondents that the concept of having discussion groups instead of speeches was a very good idea.

A number of comments reflected dissatisfaction with some portion of the set-up. Some respondents felt fewer groups, meeting at greater length, would have been more expedient.

Particular concern was expressed over the group coordinators. As to be expected some were considered very, very good, and others were considered not so very, very good. The net effect, however, must have been favorable since so many persons expressed the desire for further institutions of this type and since the ratings on the objective items were so high. (Note the large agreement among respondents that the sessions were both stimulating and productive.)

The ratings showed that the three planned activities were quite favorably received by those who participated in them.

The verbal comments were a bit more revealing. The Aloha Dinner may have been better planned as an Aloha Breakfast. And more planning in general may have been needed for the concluding session. The Huli Huli Chicken Dinner was well received by those in attendance, but the verbal comments suggested that the event would have been better attended if it were better publicized or if the location were closer to the conference site. (Some persons thought, since offers for rides were not publicized or because of the proximity of the event to Leeward Community College, that it was exclusively a Leeward Community College function.)

Table 1

Means and Standard Deviations of Objective Items

Sections	Item	N*	Mean	Standard Deviation
I-A	Mechanics of the Conference			
	Advanced publicity and brochures	54	4.2	1.5
	Registration publicity and brochures	51	4.9	1.2
	Research center	42	4.6	1.0
	Hotel as a convention center	54	5.2	0.9
	Free time	49	4.8	1.4
	Ways of meeting people	52	4.8	1.1
	Discussion groups instead of speeches	54	5.6	0.9
I-B	Planned Activities			
	Aloha Dinner (Tuesday night)	43	4.7	1.4
	Huli Huli Chicken Dinner (Thursday night)	23	4.2	0.8
	Summary Breakfast (Saturday morning)	47	4.6	1.1
II	Discussion Groups			
	boring -- stimulating	52	5.2	0.8
	unproductive -- productive	53	4.6	0.2
	too unstructured -- too structured	49	3.6	0.9
	too small -- too large	50	4.0	0.8
	too many groups -- too few groups	50	3.4	1.0

*"N" gives the number of persons who responded to the item.

Table 2

Index to Topics Discussed in Comments Section*

Topics	Respondent's Number
Mechanics of Conference	
Publicity	4,7,29
Registration - procedures and fees	9,12,22,28
Research center	5,6,7,22,29
Hotel	3,5,22,25,28
Free time	4,7,20,26
Ways of meeting people	4,6
Evaluation form	27
Planned Activities	
Aloha Dinner	5,6,7,22,23,25
Huli Huli Chicken Dinner	7,8,19,23
Summary Breakfast	1,5,9,14,18,20,28,29,30
Discussion Groups	
Coordinators	6,8,9,10,19,21,22
Scheduling	2,3,7,12,29,30
General Comments	11,12,16,18,21,22,24, 26,28,29
Participation in Conference	
By students	6,8,9,21,29,30
By administrators	6,11,12,17,30
By mainlanders	6,11,12,17
By representatives of institutions of various types	6,12,15,17,21,22,29,30
Future Innovations Institutes	
Stated need for	3,11,21,29
Suggested dates/locations	3,12,20,25
Miscellaneous	4,13

*These comments are reproduced verbatim in Attachment 2.
**These numbers refer to the numbers given to persons who made comments, e.g., respondents #4,7,29 made comments about publicity. By referring to Attachment 2, one may read the comments which were made.

Sometimes the information yielded by questionnaires goes beyond the verbation comments and the statistics computed on the objective items. Sometimes more "unobstrusive measures" provide valid insights into the underlying processes. Such is the case in two instances with the present questionnaire.

Note on Table 1 that the number of persons who responded to the objective items on the Huli Huli Dinner and the research center was considerably lower than the number responding to other items. In other words fewer persons attended these activities. Perhaps this reflects the inability of the Institute to generate enthusiasm for activities outside of the core activities of the discussion groups and the opening and closing sessions.

A second "unobtrusive" measure" resulted from misreading the instructions of the questionnaire. A large number of respondents (47%) circled a number on the top portion of the questionnaire where the explanation to the scale was given (i.e., 1 - I didn't like at all .... 6 = I liked a lot). Before responding to the subsequent items as directed, these persons may have first responded on the explanatory scale to an implicit question as to how they felt toward the overall conference.

An analysis of these results showed that 25% (N=7) circled a 5 and 54% (N=14) circled a 6.

If it can be assumed that the explanatory scale acted as an implicit question about the overall conference, over 82% of those responding indicated that they liked the conference moderately well or a lot. These results are quite favorable, showing that despite a few criticisms and suggestions for improvement, many participants felt the overall experience was quite satisfactory.

RECOMMENDATIONS

On the basis of the data analysis and the verbal comments, a number of recommendations about the set-up of future Institutes may be made.

1. Perhaps the opening session should be a breakfast meeting, with the dinner meeting held later in the conference.

2. Special activities such as a Huli Huli Dinner should be held near the conference site unless there are well publicized provisions of transportation for the benefit of those without cars. Greater effort should be made towards publicizing the event during the conference itself, so that non-Leeward Community College participants do not feel the activity is exclusively for the home-based campus. Invitations stuffed in the registration packet may help as would posters hung about the registration desk and the research center, particularly if a free transportation service were also offered.

3. Perhaps the concluding session should be an opportunity tc air resolutions that came out of any and all discussion groups. Greater opportunity should be given for persons from the floor to air opinions.

4. The emphasis on informal discussion groups rather than more formal lectures and speeches should be retained.

5. The size of discussion groups should be kept to a minimum, as should the number of groups each person would be asked to participate in. A more effective strategy may be to ask participants to join two groups, each of which meets on two consecutive days. The size could be regulated by registering no more than 15 for each group. By assigning different locations to the different rooms, the amount of "group-swapping" after the Registration period may be held to a minimum.

6. The discussion group coordinators are the persons who make or break the conference. The single most important criterion for selecting them should be proven ability to lead groups of this type, rather than name, position or status. Attempts should be made to recruit students and mainlanders as well as local personalities.

7. Greater emphasis should be placed upon coming out of discussion groups with concrete suggestions. Perhaps this could be expedited if each group were asked to draft a resolution(s) in addition to (or in lieu of) a summary report.

8. A future institute should select a more appropriate conference date, with consideration given to scheduled vacations, holidays, and outside events.

9. The research center should be located in a more obtrusive area.

10. The attempt to seek out participants from a variety of academic backgrounds was a sound one, but perhaps greater strides can be made towards recruiting students, high ranking administrators, personnel from private institutions, as well as mainlanders.

11. A greater number of informal activities should be planned to fill gaps in free time. This would not only be for the benefit of mainlanders but it may also reduce the tendency for the institute to become a commuter conference. Suggestions are: an expanded research center, display booths of art work and other products from local or mainland innovative programs.

ATTACHMENT 1

First Hawaii Innovations Institute
Evaluation Sheet

I. We would like to evaluate certain aspects of this conference. Please respond to each item below by circling the appropriate number according to the following scale.

1 = I didn't like at all
2 = I moderately disliked
3 = I disliked a little
4 = I liked a little
5 = I moderately liked
6 = I liked a lot

A. Mechanics of the Conference

Advanced publicity and brochures	1 2 3 4 5 6
Registration procedures	1 2 3 4 5 6
Research center	1 2 3 4 5 6
Hotel as a convention center	1 2 3 4 5 6
Free time	1 2 3 4 5 6
Ways of meeting people	1 2 3 4 5 6
Discussion groups over speeches	1 2 3 4 5 6

B. Planned Activities

Aloha Dinner	1 2 3 4 5 6
Huli Huli Chicken Dinner	1 2 3 4 5 6
Summary Breakfast	1 2 3 4 5 6

II. Please circle the appropriate number in each item as it relates to your experience as a whole in the discussion groups.

boring	1 2 3 4 5 6	stimulating
unproductive	1 2 3 4 5 6	productive
too unstructured	1 2 3 4 5 6	too structured
too small	1 2 3 4 5 6	too large
too many groups	1 2 3 4 5 6	too few groups

III. Comments (use reverse side if needed).

ATTACHMENT 2

Verbatim Comments Made by Respondents
in the Comments Section

1. One speaker too talkative on Saturday morning.

2. A suggestion on scheduling: A 5 hour mammoth session is not as productive as, for example, two 3 hour sessions. In the group that I led, we had come to an understanding of the basic problems and were about to look for imaginative solutions when the time was up. If we had had a chance to meet the next day, we undoubtably would have come up with some concrete suggestions to alleviate the problem.

3. a) ~~Hotel service was excellent.~~
   b) Would like to have seen some mechanism so that groups could stay together for a second session if they choose.
   c) Please have another. Information exchange most valuable. Perhaps if only Hawaiian schools involved the institute could be <u>outside</u> Waikiki.

4. Administration still needs to put their money where their mouth is. Especially at the Community College level where instructors are told to innovate - but on their own time and with funds obtained by grants also applied for on their own time - released time is needed!

   Wider acceptance of alternative to regular class work is needed. For example, very little is said or done about College Level Examination Program, supposedly accepted on Manoa campus but not by some of the Community Colleges. The student should have this option presented and implemented. This might lower the number of students in classes and allow instructors more time to innovate. However, very few people have heard of CLEP. Properly used CLEP should allow students to save time and money involved in taking requirements thus allowing more time to take the things they need and want on a personal level.

   I received a letter but no notice of the Tuesday dinner - learned by chance. Free time and ways of meeting people were very good!

5. Aloha dinner - so-so food, but fairly good atmosphere.
   Breakfast - limit the talk. A good idea, but too much talk.
   Research center - didn't use it.

6. Younger, more dynamic discussion leaders needed. More students needed. More top administrators needed. More outside observers needed (from Mainland). Everything revolved around UH and Hawaiian system. Perhaps this was necessary and actually intended (and good) but outsiders might have stimulated the discussion and brought other insights into the subject matter. I would even consider an "outsider" as discussion leader, an advantage.

   Research center - too far out of the way. Dinner was good, but perhaps start with a breakfast. Ways of meeting people could be improved.

7. a) The research center, for some reason, didn't really make it. Perhaps more visual appeal could be used. Also, it should be closer to the primary meeting area - not on a side road.
   b) Free time is certainly necessary for reflection during such a conference. However, I personally would have preferred a six hour meeting with one hour scheduled for lunch. As it turned out, my groups adjourned around 12:30 p.m. and did not re-convene in the afternoon. How about 9-12 and 1-4?
   c) Scheduling
      1) Why not start out with a "together" breakfast followed by group meetings rather than an isolated dinner which, in many cases, did not draw people who would be involved in the whole conference. I think the breakfast could get almost everyone interested from the outset.
      b) Perhaps the dinner should be after two days of meetings when we already know one another somewhat.
      c) You need a <u>better location</u>, in town, for a "huli huli" party (and better advertising). Many participants thought Leeward wanted the party for its own people!

8. <u>Encourage</u> more students to attend. Have a rap session for moderators of groups ahead of time to give them the idea that the group performance is <u>not</u> their show. Too many groups were too moderator-dominated and slanted.

   Huli Huli - transportation has to be arranged.

9. a) Thursday's registration desk was totally unhelpful in helping discussion groups arrange a lunch gathering despite announcement that it would assist. (It would have been better had it <u>not</u> offered assistance.) Much discussion time was wasted in trying to get help.
   b) Marie Wunsch (who chaired breakfast meeting) was an excellent keynoter. She said a lot without taking too much time, I thought.
   c) Attempt to include students was good. The attempt should be improved upon in the future.
      Suggestions to consider: a discussion group initiated by students who <u>challenge</u> some of our practices in education and offer some ideas as to proposals.

10. Of the 3 sessions one coordinator was extremely effective as a discussion initiator. The other 2 sessions left much to be desired. The coordinators were ineffective and unproductive. I would like to see another Innovation Institute with better coordinators and resource persons who are knowledgeable in the areas of the topics.

11. I found myself in groups of all Hawaii people--dull inbreeding. (Groups were limited to achieve the sum total of what participants knew (generally very little.) Should make some provision for live resources! This conference is a worthwhile idea--would like to see it continued.

12. a) At times I felt overpowered by the presence of so many Manoa (i.e., 4 year schools) participants, as I registered for this Institute believing it would concentrate on the Community College.
    b) Hopefully, more Mainland participants can take part in future institutes.

c) Can the very practical aspects of innovations be brought into a second Institute?
d) Perhaps a different time of year could be selected when more people could participate - i.e., between Christmas and New Year's, between semesters, Easter vacation, after 2nd semester, etc.
e) Will a list of participants be sent to all? Will a summary be sent to all participants?
f) Structuring seemed to be set up for benefit of Oahu participants--and not particularly for those from outer Islands.

13. Didn't have opportunity (to my sorrow) to participate except last day because of unusual commitments (getting people paid) in an innovative education program. Sie la querre.

14. Summary poorly handled.

15. Seems like people from private colleges really aren't important in this type of conference.

16. I found that the conference was not too interesting--it was, in a sense, just a means for discussion of problems with no solutions. This is probably due, in part, to the groups I joined and to the fact that I was a student sandwiched in with faculty/administrators just slinging words around. I will be interested to see what will come out of the Institute.

17. Did not meet participants from high schools, intermediate schools or elementary schools -- nor higher administrators -- very few personnel from Leeward Community College the convening institution! Not enough mainlanders.

    Huli Huli - poorly attended.

18. Concept of informal, low structure opportunities for interaction on common problems without the "imported" experts, speeches, general sessions, etc.--a great and successful example. Need some continuing vehicle for implementation or development of ideas coming from discussion groups. Final session should not have been an assessment, but summary of conference and group discussions.

    Some discussion groups were too large. Twelve should be maximum number.

19. Group leader greatly determines interaction in group.

20. I would have appreciated prior arranged tours of Leeward Community College, Honolulu Community College and Kapiolani Community College. Bad timing. December 27-31 - good time, Easter - good time, and between semesters.

    Summary breakfast was most stimulating of entire conference.

21. There should be more of these workshops!
Open to more students.
Better facilitators.
Adult speakers should say what they have to say and not give a lot of "lip service"!
Good to have such a rainbow of personalities and educators whether they are teachers, counselors, administrators and public officials.

22. This is the first time dinner and breakfast had been included in the $15 registration fee. I liked coming together this way and I also appreciated the financial saving. Meals, too, were delicious. Some discussion groups tended to run out of steam. Solution? More skilled discussion leaders or fresh resource person on phase of topic after coffee or luncheon break. Very impressive array of dignitaries at Aloha Dinner. Free xerox was appreciated fringe benefit.

23. Huli Huli - too far out. Aloha dinner - cocktail party with pupus.

24. One group was excellent. One group was horrible.

25. Timing bad -
a) In the middle of the Legislative session, thus many key figures could not attend.
b) During the State Vocational-Technical Education Week, thus a number of Community College people could not attend.

Aloha dinner - food terrible.

26. Will write from Mainland when I have more time.

Free time - too much.

Discussion groups - excellent approach.

27. This evaluation form is ridiculous.

28. We should have had the summary reports and recommendations (or perhaps, resolutions) <u>right after</u> the breakfast, as announced earlier.

Registration should have been available also from 6:00-8:00 on first day. Hotel was excellent, but could have used small rooms. Discussion groups could have had more structuring in some cases.

29. a) Canceled programs should be announced in advance so participants don't drive to hotel, park car, only to realize there is no study group as scheduled.
b) I liked the mix of students and private as well as public institutions.
c) The summary breakfast should have decided <u>in advance</u> the ground rules regarding recommendations from the floor and followed that decision.
d) I never got inside the Research Center--so I'm not sure what I missed.
e) I hope to receive the results of the various discussion groups soon.
f) I appreciated the conference and the hard work involved, particularly the first time around.

30. a) Lengthen the Conference time from 9-12 to include an afternoon session of 1:30-4. This way some of the issues discussed and classified in an afternoon session with the same group.

b) Attempt to include more students and administrators (especially provosts) in the study group. Often questions were raised which could only be answered by a provost or perhaps his assistant. These were mostly questions of policy and procedure. Members of the community should be included in appropriate study groups.

c) If possible, each study group might organize most of the main points of their discussion into a few major points which could be presented to the entire Conference gathering at the end of the Conference. Then once these main points are worded carefully into behavioral objectives (if possible) they could be presented to a special panel on the last morning of the Conference for a two-hour discussion. This panel might consist of students, faculty and as many provosts as possible. The ensuing discussion of the feasibility of specific innovative measures by this panel before the entire Conference membership should prove interesting and hopefully productive. This panel might even serve as a catalyst or vehicle concerned with affecting specific innovative suggestions.

d) Invite members of the legislature to attend the Conference. The experience would probably interest them, impress them and maybe result in a special funding of sorts or even extra attention in terms of financial consideration for community college program.

ROSTER OF INSTITUTIONS REPRESENTED AT THE FIRST HAWAII INNOVATIONS INSTITUTE

The following is an alphabetized list of institutions represented at the First Hawaii Innovations Institute. Please note that the abbreviations in parentheses are used in the next section of this report to indicate the registrants' college affiliation.

Chaminade College of Honolulu (Chaminade Col)
3140 Waialae Avenue, Honolulu, Hawaii 96816

Church College of Hawaii (Church Col Haw)
Box 143, Laie, Hawaii 96762

Consulting Organization, The (Consulting Org.)
Paia, Hawaii 96779

El Camino College (El Camino Col)
Torrance, California 90506

Foothill Community College District (Foothill CC)
Los Altos Hills, California 95030

Goldman, M. Consultants (M. Goldman Consult)
P. O. Box 1472, Hilo, Hawaii 96720

Hawaii Loa College (Hawaii Loa Col)
45-045 Kam Hwy., Kaneohe, Hawaii 96744

Honolulu Community College (Honolulu CC)
874 Dillingham Boulevard, Honolulu, Hawaii 96817

Kailua High School (Kailua HS)
451 Ulumanu Drive, Kailua, Hawaii 96734

Kapiolani Community College (Kapiolani CC)
620 Pensacola Street, Honolulu, Hawaii 96814

Kauai Community College (Kauai CC)
RR1, Box 216, Lihue, Kauai, Hawaii 96766

Leeward Community College (Leeward CC)
96-045 Ala Ike, Pearl City, Hawaii 96782

Manhattan Community College (Manhattan CC)
New York, New York 10027

Manpower Development and Training Program (MDTA)
1040 South King Street, Honolulu, Hawaii 96814

Maria Regina College (Maria Regina Col)
1024 Court Street, Syracuse, New York 13208

Maui Community College (Maui CC)
310 Kaahumanu Avenue, Kahului, Maui, Hawaii 96732

National Education Association (NEA)
1201 16th Street, N.W., Washington, D.C. 20036

Rio Hondo College (Rio Hondo JC)
304 E. Ocean, Balboa, California 92661

University of Hawaii Hilo (UH-Hilo)
1643 Kilauea Avenue, Hilo, Hawaii 96720

University of Hawaii Manoa (UH-Manoa)
2444 Dole Street, Honolulu, Hawaii 96822

University of Hawaii, New College (UH-New College)
2001 Vancouver Drive, Honolulu, Hawaii 96822

University of Minnesota (Univ. of Minn.)
Minneapolis, Minnesota

Windward Community College (Windward CC)
c/o Office of the V.P. for Community Colleges
2327 Dole Street, Honolulu, Hawaii 96822

ROSTER OF REGISTRANTS TO THE
FIRST HAWAII INNOVATIONS INSTITUTE

Name	Institution
Aadland, Richard	Leeward CC
Adler, Peter	Kapiolani CC
Ainsworth, Don	Maui CC
Alailima, Fay	Leeward CC
Alexander, Bernardine	UH-Manoa
Amor, Charles	Honolulu CC
Ancheta, Ray	Leeward CC
Andorka, Bela	Rio Honda JC
Andorka, Frances	Rio Honda JC
Aptekar, Herbert	UH-Manoa
Averill, Ann	UH-Hilo
Baltis, Paul	Leeward CC
Battle, Charles	Leeward CC
Beck, Merrill	Leeward CC
Benevides, Alaric	UH-Hilo
Berg, Jerry	Maui CC
Boekhout, Barbara	Leeward CC
Brase, Corrinne	Honolulu CC
Bretz, Fred	Leeward CC
Brunish, R.	Maui CC
Budy, Ann	UH-Manoa
Cade, Theo	UH-Manoa
Cauto, Darlene	Maui CC
Chaky, Nancy	Kapiolani CC
Char, Kelvin	UH-Manoa
Chow, Helen	Kapiolani CC
Chow, Thomas	Kauai CC
Chu, Donald	Kauai CC
Clay, Horace	Leeward CC
Clear, Robin	Leeward CC
Cline, Belva	Church Col Haw
Clopton, Bob	UH-Manoa
Coad, Kermit	Maui CC
Cohen, Diane	Leeward CC
Colozzi, Edward	Manhattan CC
Councill, Mildred	Maui CC
Cox, Clarice	Honolulu CC
Dang, Charlotte	Leeward CC
Daniels, Ronald	Maui CC
D'Arcy, Jack	Leeward CC
d'Argy, Eliz	Leeward CC
Davis, Terry	Kapiolani CC
DeCosin, Marri	Leeward CC
Demanche, Sister	UH-Manoa
Dobson, Mary Jane	Leeward CC
Dulios, Kathryn	UH-Hilo
Ebesu, Sandi	UH-Manoa
Ekroth, Lauren	UH-Manoa
Engelberg, Linda	UH-Manoa
Faurot, Robert	Kapiolani CC
Fearview, Robert	UH-New College
Feldman, Reynold	Maria Regina College
Ferry, Sister	Leeward CC
Fochtman, Jacqueline	UH-Manoa
Fong, Annabelle	UH-Manoa
Fong, Margaret	UH-Hilo
Fox, Robert	Church Col Haw
Frandsen, Rex	Leeward CC
Fröhlich, Gerhard	Leeward CC
Fry, John	Maui CC
Fujita, Cheryl	Kapiolani CC
Fukunaga, Jane	Leeward CC
Gay, Lucy	UH-Hilo
Goldman, Iva	M. Goldman Consult
Goldman, Mark	Leeward CC
Goldstein, Laurence	Church Col Haw
Georgi, Nephi	Maui CC
Griffis, Will	Leeward CC
Grosh, W. R.	Leeward CC
Guay, Peter	UH-Manoa
Haehnlen, Frederick	Kapiolani CC
Harris, David	Leeward CC
Harris, Holly	Leeward CC
Hayasaka, Sinikka	Leeward CC
Hayashi, Harold	Maui CC
Hew, Asa	Kapiolani CC
Hicks, Loretta	Leeward CC
Higa, Nancy	UH-Manoa
Higaki, Esther	Leeward CC
Hilbe, J.	UH-Manoa
Hill, Barry	MDTA
Ho, Hannah	Leeward CC
Holler, Valerie	Leeward CC
Holz, Robert	Chaminade Col
Hubbard, Marian	UH-Manoa
Hummel, P.	Hawaii Loa Col
Irish, James	Leeward CC
John, Norma	Leeward CC
Kam, Ronette	Leeward CC
Kamimura, Ken	Leeward CC
Kaya, Doug	Honolulu CC
Kelly, Karen	

Name	Institution	Name	Institution
Keppel, Ann	UH-Manoa	Potter, Robert	UH-Manoa
Kerstiens, Gene	El Camino Col	Preston, Antonina	UH-Manoa
Kim, Russell	Kapiolani CC	Rabacal, Roy	Leeward CC
Kobayashi, Victor	UH-Manoa	Reese, Marvin	Leeward CC
Konnarr, Joan	UH-Hilo	Reese, Steve	Leeward CC
Krawtz, Michael	Maui CC	Rian, Norman	Leeward CC
Kruse, K. Nobbin	UH-Hilo	Ritchie, Kenneth	Leeward CC
Kurata, Amy	Kapiolani CC	Roberts, Norman	Leeward CC
Kuwaye, Wayne	Hawaii CC	Ross, Carswell	Leeward CC
Lambing, Mary Lou	Kapiolani CC	Sanderson, Richard	UH-Manoa
Lau, Kit	Kapiolani CC	Saunders, Allan	UH-Manoa
Leach, Marvin	UH-Manoa	Saunders, Marion	UH-Manoa
Leaver, Mildred	NEA	Savage, Adam	UH-Manoa
Lefforge, Orland	UH-Manoa	Scala, Sister	Maria Regina Col
Lerond, Antoinette	UH-Manoa	Scanlan, Saeu	UH-Manoa
Libarios, Ernest	Leeward CC	Schaleger, Larry	UH-Manoa
Loveland, Jerry	Church Col Haw	Senter, Marvin	Hawaii CC
Maier, Robert	El Camino Col	Shiraki, Joyce	Leeward CC
Malecha, Spencer	UH-Manoa	Simmons, Pam	Leeward CC
Manner, Beverly	UH-Manoa	Sipos, Ferenc	Leeward CC
Maretski, Audrey	UH-Manoa	Smith, Doris	UH-Manoa
Mary Rosalie, Sister	Maria Regina Col	Soong, Gerald	Kapiolani CC
Matayoshi, Mary	UH-Hilo	Speakman, Cummins	Consulting Org.
Matsumura, Debbie	Kailua HS	Stromberger, H. G.	Leeward CC
Matsumura, Isao	Kapiolani CC	Stromberger, Thelma	Leeward CC
Matsuzaki, Carrie	UH-Manoa	Stuebe, Carol	UH-Manoa
McNeil, Don	Leeward CC	Sweeney, Robert	Hawaii CC
Michael, Mary	Leeward CC	Takeya, Donald	Leeward CC
Michalski, John	Leeward CC	Tani, Molly	Kapiolani CC
Mina, Ernest	UH-Manoa	Tomoso, Arlynn	Maui CC
Mina, Ray	UH-Manoa	Tottori, Pat	Leeward CC
Moffat, Helen	Church Col Haw	Trefz, Shirley	Leeward CC
Mulvena, John	UH-Manoa	Troxell, Mary	UH-Manoa
Munro, Leslie Ann	Leeward CC	Truitt, Debbie	UH-Manoa
Mysliwski, Penni	Leeward CC	Tsunoda, Joyce	Leeward CC
Nakamura, Dennis	Maui CC	Tuthill, L. D.	Windward CC
Nakasato, George	UH-Manoa	Uesato, Stuart	Leeward CC
Naughton, Mary	Leeward CC	Underwood, F. Nelson	UH-Manoa
Niedzielski, Henri	UH-Manoa	Vares, Ralph	Kapiolani CC
Odom, Cary	Leeward CC	Veeravagu, P.	UH-Manoa
Odom, Ralph	Leeward CC	Veregge, Marvin	Leeward CC
Ogawa, Carilyn	UH-Manoa	Wakui, Larry	Leeward CC
Oksendahl, Wilma	UH-Manoa	Wang, Jim	UH-Hilo
Oliver, Dennis	Kauai CC	Weinstein, Michael	UH-Manoa
O'Mally, Michael	UH-Manoa	Wetters, Doris	UH-Manoa
Opoka, Jane	Leeward CC	White, George	UH-Manoa
Pang, Hong Kwun	Kapiolani CC	Wiley, William	Honolulu CC
Pang, H.K. (Mrs.)	Kapiolani CC	Williams, Doyle	UH-Manoa
Park, Kilikiwa	Leeward CC	Williams, Ilima	Leeward CC
Pasadaba, J. Abraham	UH-Manoa	Williams, Muriel	UH-Manoa
Paul, Gary	UH-Hilo	Williamson, Douglas	Chaminade Col
Perz, Joseph	Leeward CC	Williamson, Ed. G.	Univ. of Minn.(Retired)
Perz, Helen	Leeward CC	Wilson, James	Leeward CC
Pezzoli, Jean	Leeward CC	Wilson, Jane	Leeward CC

Name	Institution
Wood, Barbara	Foothill CC
Woodin, Theodore	UH-Manoa
Wunsch, Marie	Leeward CC
Yamada, Kay	Leeward CC
Yang, Sarah Yee	UH-Manoa
Yangco, Andrew	Leeward CC
Yoshikawa, Muneo	UH-Manoa
Yoshishige, George	Leeward CC
Young, Laf	Maui CC
Young, Richard	UH-Manoa
Zane, Larry	UH-Manoa

FIRST HAWAII INNOVATIONS INSTITUTE PROGRAM

TUESDAY, FEBRUARY 15

Noon to 6:00 PM - Registration, Lobby
6:00 PM to 8:00 PM - No Host Cocktails, Robert Louis Stevenson Room
8:00 PM to 10:00 PM - Aloha Dinner, Robert Louis Stevenson Room

WEDNESDAY, FEBRUARY 16

9:00 AM to 2:00 PM - First Study Group Working Session, Topic Nos 1-11
Lunch at Restaurant of Group's Choice

THURSDAY, FEBRUARY 17

9:00 AM to 2:00 PM - Second Study Group Working Session, Topic Nos. 12-22
Lunch at Restaurant of Group's Choice

FRIDAY, FEBRUARY 18

3:00 PM to 8:00 PM - Third Study Group Working Session, Topic Nos. 23-34
Dinner at Restaurant of Group's Choice

SATURDAY, FEBRUARY 19

9:00 AM to 12 Noon - Summary Reports and Assessments from the Study Groups

"Seeking Imaginative Solutions for the Educational Problems of Today and Tomorrow!"

PROGRAM ARRANGEMENTS COMMITTEE

John Michalski, Chairman
Diane Cohen, Associate Chairman for Registration
John Fry, Associate Chairman for Discussion Coordinators
Larry Goldstein, Associate Chairman for Research Center
Jean Pezzoli, Associate Chairman for Final Report & Evaluation
Marlene Kamei
Rose Manzano
Ken Kamimura
John Morton
Pat Tottori
Joyce Tsunoda
Marie Wunsch

LEEWARD COMMUNITY COLLEGE

John J. Prihoda, Acting Provost
Herman Stromberger, Acting Associate Dean of Educational Services
Horace Clay, Associate Dean of Special Programs and Community Services
Ken Kamimura, Associate Dean of Technical-Vocational Programs
David Shida, Director of Administrative Services

UNIVERSITY OF HAWAII

Harlan Cleveland, President
Brett Melendy, Vice President for Community Colleges